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ABSTRACT

The ICED Data Bank is an information system which collects and stores data on international programs conducted by accredited 4-year colleges and universities in the US. The types of international programs defined by the Data Bank are: area studies, topical, other on-campus, work-study and in-service, training, faculty abroad, exchange, technical assistance, and research programs. The information analyzed here covers: spread and degree of international involvement, programs by type of university control, size and geographic region, international programs by type and year of inception, consortia, institutional profiles, country profiles, and quantitative data. The appendices contain descriptions of all of the programs conducted by individual institutions and consortia. (JS)

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TECHNICAL AND FINAL REPORT
FOR YEAR OF RESEARCH
June 1, 1970 to May 31, 1971

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# ICED DATA BANK ON INTERNATIONAL PROGRAMS OF HIGHER EDUCATIONAL INSTITUTIONS

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522 Fifth Avenue
New York, New York 10036

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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June 1971

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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The research reported herein was performed pursuant to a contract with the Institute of International Studies, USOE, U.S. Department of Health, Education, and Welfare, under provisions of Title VI, Section 602, of the National Defense Education Act, Public Law 85-864, as amended.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Institute of International Studies

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## I. Technical Report for Contract Year June 1, 1970 to May 30, 1971

The I.C.E.D. Data Bank is an information system which collects and stores data on international programs conducted by accredited four-year colleges and universities in the United States. The types of programs included in the system are defined in Section A of Part II of this report. Information collected is coded and stored on punch cards and processed by computer.

Two methods are used for coding each program. Data cards are prepared which contain quantitative information concerning each program (type of program, source of funding, foreign area of focus, number of people involved yearly, etc.), as well as several descriptions of the U.S. university which administers the program. These data cards make possible the production of tables such as the ones that are found in Part II of this report.

Information concerning each international program is also condensed into a verbal description and punched on cards (see Appendices A and B for examples of these descriptions). Such program descriptions, when stored on punch cards, enable the Data Bank to produce selected program inventories in terms of such variables as program type, subject matter, foreign area, U.S. institution, funding source, and so forth.

Information currently stored in the Data Bank was initially collected for academic year 1967-1968. Over 1,300 institutions of higher education were canvassed in the initial survey conducted in 1968. Almost 90% of the schools contacted replied. They either reported that they had no programs or returned a summary sheet listing the international programs currently in operation at their campus. Follow-up forms were then sent to those institutions having programs to obtain specific data on each international activity. The resulting response rate for this portion of the inquiry was approximately 80%.

Through the 1967-1968 survey and the use of secondary information sources concerned with international activities, 2,649 international programs have been identified. During the past year (June 1, 1970 to May 31, 1971), Data Bank activities have included:

1. The coding of these 2,649 programs and the preparation of paragraph descriptions;
2. The commencement of information updating to include academic year 1969-1970;
3. The answering of inquiries from government agencies, students and faculty members and college associations;
4. The production of a directory of area studies programs in the U.S.

## A. Coding of International Programs

The major activity of the Data Bank during the past year has been the coding of the 2,649 programs currently on file and the preparation of paragraph descriptions. Each school reporting programs was reviewed and descriptions of its programs written from forms received in the 1967-1968 inquiry. When no information had been returned for a program, the activity was recorded from other information sources if possible. College catalogues as well as other publications in the field were consulted to assure that no programs had been overlooked.

## B. 1969-1970 Update

The information updating process was integrated with the writing of paragraph descriptions. As program descriptions for a number of schools were completed, these descriptions of international programs along with quantitative data sheets were printed out by computer and copies sent to the sponsoring colleges and universities. They were asked to correct and update the programs for the academic year 1969-1970 and to notify us of any new programs they might have initiated since the time of our last survey.

All program descriptions were sent to sponsoring institutions in a series of four mailings, the last of which was recently dispatched from our office. A record of mailings and current response rates are presented in Table I. Not enough time has elapsed to assess the re-

## Table 1 - DATA BANK MAILINGS, JUNE 1, 1970 - MAY 30, 1971

### A. UPDATE OF INSTITUTIONS REPORTING PROGRAMS IN 1967-1968

| | No. of Institutions Sent Summary Inquiry | Returns | Response Rate | No. of Program Inquiries Sent | Returns | Response Rate |
|---|---|---|---|---|---|---|
| May 1970 | 85 | 57 | 67% | 224 | 162 | 72% |
| August 1970 | 98 | 69 | 70% | 475 | 344 | 72% |
| December 1970 | 114 | 74 | 65% | 641 | 391 | 61% |
| Totals as of May 31, 1971 | 297 | 200 | 65% | 1,340 | 897 | 66% |
| May 1971 | 152 | - | - | 937 | - | - |

### B. INQUIRIES TO INSTITUTIONS WITH NO KNOWN PROGRAMS IN 1967-1968

| | No. of Institutions Queried | No. of Answers Received | Response Rate |
|---|---|---|---|
| October 1970 | 1,123 | 832* | 74% |

### C. INQUIRIES CONCERNING NEW PROGRAMS WHICH WERE IDENTIFIED FROM SUMMARY INQUIRIES (MAILING A) AND INQUIRIES TO INSTITUTIONS WITH NO KNOWN PROGRAMS IN 1967-1968 (MAILING B)

| No. of Schools Contacted | No. of Programs Queried | Programs Received | Response Rate |
|---|---|---|---|
| 351 | 892 | 524 | 59% |

### D. UPDATE OF CONSORTIA-SPONSORED PROGRAMS

| | No. of Consortia Sent Summary Inquiry | Returns | Response Rate | No. of Program Inquiries Sent | Returns | Response Rate |
|---|---|---|---|---|---|---|
| December 1970 | 110 | 100 | 91% | 211** | 148 | 70% |

* Of which 605 schools report no programs and 227 report programs.

** There are 107 additional consortia-sponsored programs run by nonprofit organizations rather than educational institutions. Their programs are monitored through publications and reports.

sponse rate of the 152 schools contacted in the last mailing. However, of the 297 colleges and universities contacted in the previous three mailings, 200 or 67% have responded thus far to our update inquiry. Further follow-up efforts will be made in an attempt to insure as good a response rate as achieved in the 1967-1968 survey.

Only the 449* institutions reporting international programs in the 1967-1968 survey received the above-mentioned update forms. In October 1970 the remaining 1,123 colleges and universities were surveyed. This group of schools included those that reported no programs in the last survey, schools accredited since the previous survey, and schools that did not respond to our initial inquiry. These institutions were requested by mail to list on an enclosed form any international programs they may now have. If they had no programs they were asked to indicated this on an enclosed postcard. As a result of the October mailing and a follow-up letter in February 1971, 832 schools replied, a response rate of 74%. Six hundred and five of these schools still had no programs, while 227 had activities to report.

In answer to our mailings, both to colleges which had no programs in 1967-1968 and to schools which reported no programs in our last round, we were informed of new programs at 351 institutions. In order for these programs to be included in the Data Bank a form was sent to the director of each program to obtain more detailed information concerning the activity. Almost 900 of these inquiries have been mailed with a response rate to date of approximately 60%. It is estimated that after programs not meeting our definition of a program and programs older than 1969-1970 . . . .

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* Subsequent to the 1967-1968 survey it was discovered that 37 additional schools ran international programs. These institutions were contacted along with those schools reporting no programs in 1967-1968.

have been eliminated, just over half of these responses will prove to be new programs.

Through replies from colleges and universities in the 1967-1968 survey 211* consortium-sponsored international programs were identified. Directors of these programs were also sent update forms. To date, 183 directors or 87% have responded. As more institutions reply to the 1969-1970 update, we would expect more consortia programs to be identified.

## C. Requests

Our information on international programs has been made available to the academic community and other interested parties. Requests answered by the Data Bank have ranged from full summaries of all programs to specific information about a single program at a given university. The American Association of State Colleges and Universities and the American Association of Colleges for Teacher Education, for example, have requested for analysis complete sets of program descriptions of the programs sponsored by their member institutions. Other requests have included inventories of international programs in a specific country or disciplinary or professional field, for example, and business administration and international law. Agencies of the government sponsoring the Data Bank, namely the Office of Education, the Agency for International Development, and the Bureau of Education and Cultural Affairs, have also been sent three copies of all program descriptions and accompanying data sheets. More specific information requests from these agencies have been answered as well. In addition data requests were received from other government agencies, among them the Peace Corps, U.S. Information Agency, National Science Foundation, Department of Commerce, and Congressional Offices.

. . . .

* There are 107 additional consortia-sponsored programs run by non-profit organizations rather than educational institutions. Their programs are monitored through publications and reports.

## D. Area Studies Directory

In response to numerous requests for listings of area studies programs in the U.S., we produced a directory of these programs in March 1971. In order to make the directory as up-to-date as possible, a short form was mailed to each area studies program which asked for the name of the current director, title of the program and mailing address. After several mail and telephone follow-ups, a response rate of 99% was achieved. The Data Bank prepared the final product, entitled Area Studies on U.S. Campuses: A Directory, published by ICED in March 1971.*

## E. Future Activities

One of the major activities for the coming year is the updating of the Data Bank to include international program activity for the academic year 1969-1970. An extensive follow-up effort will be launched to secure a maximum return rate on our 1969-1970 inquiries.

In order to update the system, new international programs will be coded and old ones revised. All 1967-1968 information will be retained and records of programs now terminated will be kept. This process should be completed by the end of the calendar year.

With two academic years of data on record, the Data Bank plans to devote an increased proportion of its efforts to analysis of this information. The first stage of such an analysis is represented by Part II of this report.

. . . .

* The cost of printing the directory was borne by ICED rather than from funds received under the Office of Education or Bureau of Educational and Cultural Affairs contracts.

## II. Findings and Analysis

In the past year the ICED Data Bank has largely concentrated on perfecting the functioning of its data collecting and processing system and translating the coded data into descriptive accounts of international program activity (paragraph descriptions). In the first instance, this has resulted in a corrected series of data for the academic year 1967-1968. In addition, the collecting of data for the academic year 1969-1970 is now well advanced, and preliminary findings will be available by the middle of the new contract year (December 1971). As data for 1969-1970 are not yet completely collected and processed, the summary of findings in this report is based on the revised data for the academic year 1967-1968 (although some information on programs started after this date are included in the summary tables).

### A. Spread and Degree of International Involvement on U.S. Campuses

International programs are an important aspect of campus life at many schools in the nation. However, during academic year 1967-1968 less than 38.0% of U.S. four-year higher education institutions were engaged in international programs (Table 2). The types of international programs, as defined by the Data Bank, are as follows:

1. Area Studies
   Research or teaching programs on U.S. campuses with a foreign geographic area concentration (including committees) which include course offerings in three or more departments.

2. Topical Programs
   Structured research or teaching programs (including committees) on campus which include a strong international content, (e.g. population research, tropical agriculture, comparative education, international studies).

3. Other On-Campus Programs
   Organized programs involving international activity or international conferences on campus or in the surrounding community.

4. Study Abroad Programs
   Programs which involve movement of U.S. students abroad during the school year or in the summer.

5. Work-Study and In-Service Programs
   Programs allowing students to travel abroad to work on a community project or to work in their chosen field (e.g. practice teaching).

6. Training Programs
   Any internationally oriented training programs on campus which are operated for U.S. citizens (businessmen, Peace Corps volunteers, teachers, etc.), or programs for persons coming to this country (AID training centers, centers for English as a foreign language, etc.).

7. Faculty Abroad Programs
   Organized programs allowing faculty members to travel abroad to study, teach, or conduct research. (Excludes opportunities for faculty travel abroad in connection with study abroad programs.)

8. Exchange Programs
   Programs which involve a two-way exchange of students and/or faculty and materials. (See also Technical Assistance, below.)

9. Technical Assistance
   Programs which have as their main goal the strengthening of a foreign institution (e.g. AID-university contracts), including unilateral programs as well as two-way exchange.

10. Research Programs
    Major overseas research activities conducted in conjunction with a foreign institution.

Of the 575 schools with international activities, 89 engaged in international programs solely through membership in a consortium of universities which jointly ran some form of international activity, whereas 486 had mounted their own programs. The importance of consortia arrangements in the international field is reinforced

Table 2 - EXTENT OF INVOLVEMENT OF U.S. COLLEGES AND UNIVERSITIES IN INTERNATIONAL PROGRAMS, 1967-1968

| Type of Involvement | Number of Schools | Percent |
|---|---|---|
| Institutions with no involvement | 955 | 62.4 |
| Institutions with participation in consortia only | 89 | 5.8 |
| Institutions having their own programs | 486* | 31.8 |
| Total | 1530 | 100.0 |

* Of this number 159 also participate in consortia programs.

when we see that 159 of those schools which run their own programs also participate in consortia.

As can be seen in Table 3, over half the schools with international programs have no more than two such programs. Only about 11% of the schools with programs have more than ten. These 53 schools, however, account for 1,235 programs or 53% of the programs run by individual schools.

## B. Programs by Type of University Control, Size, and Geographic Region

### 1. Control

Table 4 gives us a picture of international programs in terms of the size and type of university or college (in terms of its administrative control), and of the overseas focus of their programs.*

Not surprisingly, almost half of all international programs are run by state universities and colleges (45.2%) and nearly a quarter by private nonsectarian schools. The remaining programs are found on campuses with religious affiliations or are run jointly by universities in consortium-type arrangements (the members of which may be public, private or sectarian institutions).

In terms of geographic region, more programs are directed toward Europe**(31.1%) than any other single region, with worldwide or "country varies" programs claiming 22.2%, and Latin America 20.2%. It is interesting to note that although state schools have more European programs than any other type of school, these represent only 21.5% of their total programs while Latin American programs claim 25.3%. In contrast, private nonsectarian schools . . . .

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* See Table 4 for types of controlling institutions.

** European programs include those concerned with both Eastern and Western Europe.

### Table 3 - NUMBER OF INTERNATIONAL PROGRAMS PER SCHOOL, 1967-1968

| Number of Programs Conducted | Number of Schools Conducting Programs | Percent |
|---|---|---|
| 1 | 186 | 38.3 |
| 2 | 76 | 15.6 |
| 3 | 41 | 8.4 |
| 4 | 40 | 8.2 |
| 5 | 26 | 5.3 |
| 6 | 25 | 5.1 |
| 7 | 17 | 3.5 |
| 8 | 6 | 1.2 |
| 9 | 9 | 1.9 |
| 10 | 7 | 1.4 |
| 11-15 | 24 | 4.9 |
| 16-20 | 9 | 1.9 |
| 21-30 | 10 | 2.1 |
| 31-40 | 7 | 1.4 |
| 41-50 | 1 | .2 |
| 51-58 | 2 | .6 |

Totals

Number of programs = 2331*
Number of schools = 486

* Please note that this total does not include consortia sponsored programs.

Table 4 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND TYPE OF SPONSORING INSTITUTION, 1967-1968

| World Geographic Region | Public Institutions | | | Private Institutions | | | | | | Consortia | Total | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fed. | State | City | Nonsectarian | Protestant | Catholic | Jewish | Proprietary | Other | | | |
| Sub-Saharan Africa | | 85 | 1 | 53 | 10 | 4 | | 1 | 1 | 19 | 174 | 6.6 |
| East Asia | 1 | 44 | 2 | 63 | 13 | 12 | | | 1 | 22 | 158 | 6.0 |
| South Asia | | 85 | 1 | 27 | 10 | 1 | | 2 | | 19 | 145 | 5.5 |
| Southeast Asia | | 44 | | 11 | 2 | 2 | | 2 | | 7 | 68 | 2.6 |
| Europe | 6 | 257 | 9 | 225 | 131 | 59 | | 11 | 1 | 126 | 825 | 31.1 |
| Latin America | 2 | 303 | 2 | 85 | 45 | 38 | | 8 | 2 | 51 | 536 | 20.2 |
| Mid-East & North Africa | | 51 | 1 | 26 | 9 | 1 | 1 | 2 | | 18 | 109 | 4.1 |
| North America | | 11 | | 6 | 1 | 1 | | | | 3 | 22 | 0.8 |
| Oceania | 7 | 12 | | 2 | 2 | | | | | 1 | 24 | 0.9 |
| Worldwide & Country Varies | 3 | 304 | 3 | 160 | 30 | 31 | | 2 | 3 | 52 | 588 | 22.2 |
| Total | 19 | 1196 | 19 | 658 | 253 | 149 | 1 | 28 | 8 | 318 | 2649 | |
| Percent | 0.7 | 45.2 | 0.7 | 24.8 | 9.6 | 5.6 | 0.0 | 1.1 | 0.3 | 12.0 | | 100.0 |

concentrate heavily on Europe (34.2%) with relatively little Latin American involvement (12.9%).

## 2. Size

Not surprisingly, larger schools have more international programs than small schools (Table 5). About half the programs identified by the Data Bank are run by schools with over 10,000 students. What is significant, however, is the relatively large number of programs at smaller schools, especially those with fewer than 2,000 students.

When we look at the relationship between size of institution and area of geographic focus, we can see that smaller schools tend to have a high concentration of activity related to Europe (49.2% of the programs of schools with less than 2,000 students are in Europe). Larger schools show a much greater spread in terms of geographic focus. In terms of the largest size category (25,000 and over), only 20.8% of their programs are concerned with Europe, compared to 21.4% with Latin America, 9.4% with South Asia, 8.6% with Sub-Saharan Africa and 26.9% worldwide.

The size of a school is undoubtedly related to the number of international programs it can effectively mount. It would appear, however, that European-oriented programs are the first to be established (as we shall see, these are often study abroad programs) and are initiated even if other geographic areas cannot be serviced. As the size of the institution increases, there appears to be a tendency for the institution to develop programs serving non-Western regions and cultures and European programs to decline in relative importance (Table 6).

Table 5 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND SIZE OF STUDENT ENROLLMENT, 1967-1968

| | Size of Student Enrollment | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| World Geographic Region | Consortia Programs | Under 1,000 | 1,000-1,499 | 1,500-1,999 | 2,000-2.999 | 3,000-4.999 | 5,000-9.999 | 10,000-14,999 | 15,000-24,999 | Over 25,000 | Total | Percent |
| Sub-Saharan Africa | 19 | 10 | 7 | 5 | 4 | 4 | 22 | 27 | 35 | 41 | 174 | 6.6 |
| East Asia | 22 | 6 | 13 | 7 | 8 | 11 | 13 | 19 | 37 | 22 | 158 | 6.0 |
| South Asia | 19 | 6 | 2 | 4 | 4 | 6 | 15 | 17 | 27 | 45 | 145 | 5.5 |
| Southeast Asia | 7 | 1 | 1 | 0 | 1 | 1 | 7 | 14 | 20 | 16 | 68 | 2.6 |
| Europe | 126 | 75 | 83 | 53 | 55 | 45 | 95 | 72 | 122 | 99 | 825 | 31.1 |
| Latin America | 51 | 26 | 31 | 13 | 17 | 32 | 83 | 88 | 93 | 102 | 536 | 20.2 |
| Mid-East & North Africa | 18 | 1 | 4 | 9 | 7 | 6 | 9 | 15 | 20 | 20 | 109 | 4.1 |
| North America | 3 | 3 | 0 | 0 | 2 | 0 | 5 | 5 | 2 | 2 | 22 | 0.8 |
| Oceania | 1 | 3 | 1 | 0 | 0 | 0 | 1 | 2 | 15 | 1 | 24 | 0.9 |
| Worldwide & Country Varies | 52 | 21 | 20 | 24 | 13 | 40 | 89 | 95 | 106 | 128 | 588 | 22.2 |
| Total | 318 | 152 | 162 | 115 | 111 | 145 | 339 | 354 | 477 | 476 | 2649 | |
| Percent | 12.0 | 5.7 | 6.1 | 4.3 | 4.2 | 5.5 | 12.8 | 13.4 | 18.0 | 18.0 | | 100.0 |

Table 6 - SIZE OF INSTITUTION AND DEGREE OF EUROPEAN PROGRAM CONCENTRATION

| | Size of Institution | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Under 1000 | 1000-1499 | 1500-1999 | 2000-2999 | 3000-4999 | 5000-9999 | 10,000-14,999 | 15,000-24,999 | 25,000 and over |
| **Percentage of all Programs which are European** | 49.3 | 51.2 | 46.1 | 49.5 | 31.0 | 28.0 | 20.3 | 25.6 | 20.8 |

The enhanced ability of larger institutions to mount area studies programs and secure government contracts in the field of technical assistance and exchange aids such institutions to expand their involvement to non-Western societies. For example, 43.3% of programs related to Asia, Sub-Saharan Africa and the Middle East are found in schools with enrollments in excess of 15,000. This represents 29.7% of all their international programs compared to 18.5% for the Asian, African and Middle Eastern programs of school with less than 3000 students.

### 3. Geographic Region of the United States

Table 7 presents the overseas involvement of colleges and universities by region of the United States. Schools in the Middle Atlantic, East North Central and Pacific States account for over half of all international programs. The large number of international programs in the East North Central region is in large part a reflection of the international commitment of the large land grant universities in this section of the country.

Of even greater interest than the volume of international activity in various sections of the country is the overseas focus of these regions. In Table 8 we have regrouped the overseas areas into five regions: Africa and the Middle East, Asia, Europe, Latin America, and "Other and Worldwide." The New England schools display an overseas geographic program distribution similar to the nation as a whole, with slightly greater emphasis on Europe and worldwide (non-specific focus). The Middle Atlantic states' schools follow a similar pattern but with slightly more Asian and Latin American involvement. East North Central Schools have a geographic mix very similar to Middle Atlantic states schools. West North Central schools have relatively little African and Middle Eastern involvement but substantial involvement in Asia and Latin America. What is most notable about schools in the South Atlantic region is the considerable Latin American activity. However, in the East South Cen-

Table 7 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION AND LOCATION OF CAMPUS IN THE UNITED STATES, 1967-1968

| World Geographic Region | Consortia | United States Location* | | | | | | | | | | Total | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | New England | Middle Atlantic | East North Central | West North Central | South Atlantic | East South Central | West South Central | Mountain | Pacific | Other | | |
| Sub-Saharan Africa | 19 | 17 | 30 | 52 | 6 | 17 | 3 | 2 | 3 | 25 | 0 | 174 | 6.6 |
| East Asia | 22 | 14 | 34 | 30 | 11 | 8 | 4 | 1 | 7 | 27 | 0 | 158 | 6.0 |
| South Asia | 19 | 3 | 22 | 33 | 13 | 14 | 7 | 7 | 6 | 21 | 0 | 145 | 5.5 |
| Southeast Asia | 7 | 3 | 8 | 16 | 5 | 4 | 1 | 4 | 2 | 18 | 0 | 68 | 2.6 |
| Europe | 126 | 61 | 150 | 185 | 63 | 86 | 16 | 35 | 35 | 66 | 2 | 825 | 31.1 |
| Latin America | 51 | 14 | 67 | 112 | 43 | 62 | 28 | 62 | 39 | 56 | 2 | 536 | 20.2 |
| Mid-East & North Africa | 18 | 4 | 25 | 22 | 5 | 6 | 1 | 3 | 7 | 18 | 0 | 109 | 4.1 |
| North America | 3 | 6 | 2 | 4 | 0 | 4 | 0 | 2 | 0 | 1 | 0 | 22 | 0.8 |
| Oceania | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 18 | 0 | 24 | 0.9 |
| Worldwide & Country Varies | 52 | 46 | 93 | 124 | 65 | 61 | 15 | 25 | 24 | 81 | 2 | 588 | 22.2 |
| Total | 318 | 168 | 432 | 579 | 212 | 263 | 75 | 141 | 124 | 331 | 6 | 2649 | |
| Percent | 12.0 | 6.3 | 16.4 | 21.9 | 8.0 | 9.9 | 2.8 | 5.3 | 4.7 | 12.5 | 0.2 | | 100.0 |

* The states included in these regions are as follows:

- NEW ENGLAND
    - Connecticut
    - Maine
    - Massachusettes
    - New Hampshire
    - Rhode Island
    - Vermont
- MIDDLE ATLANTIC
    - New Jersey
    - New York
    - Pennsylvania
- EAST NORTH CENTRAL
    - Illinois
    - Indiana
    - Michigan
    - Ohio
    - Wisconsin
- WEST NORTH CENTRAL
    - Iowa
    - Kansas
    - Minnesota
    - Missouri
    - Nebraska
    - North Dakota
    - South Dakota
- SOUTH ATLANTIC
    - Delaware
    - District of Columbia
    - Florida
    - Georgia
    - Maryland
    - North Carolina
    - South Carolina
    - Virginia
    - West Virginia
- EAST SOUTH CENTRAL
    - Alabama
    - Kentucky
    - Mississippi
    - Tennessee
- WEST SOUTH CENTRAL
    - Arkansas
    - Louisiana
    - Oklahoma
    - Texas
- MOUNTAIN
    - Arizona
    - Colorado
    - Idaho
    - Montana
    - Nevada
    - New Mexico
    - Utah
    - Wyoming
- PACIFIC
    - Alaska
    - California
    - Hawaii
    - Oregon
    - Washington
- OTHER
    - Canal Zone
    - Guam
    - Puerto Rico
    - Virgin Islands

## Table 8 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY MAJOR WORLD GEOGRAPHIC REGION AND LOCATION OF CAMPUS IN THE UNITED STATES, 1967-1968

| World Geographic | New England |  | Middle Atlantic |  | East North Central |  | West North Central |  | South Atlantic |  | East South Central |  | West South Central |  | Mountain |  | Pacific |  | Other |  | Total Percent |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Africa & Middle East | 21 | 12.5 | 55 | 12.7 | 74 | 12.8 | 11 | 5.2 | 23 | 8.7 | 4 | 5.4 | 5 | 3.6 | 10 | 8.1 | 43 | 12.9 |  |  | 246 | 10.5 |
| Asia | 20 | 11.9 | 64 | 14.8 | 79 | 13.6 | 29 | 13.7 | 26 | 9.9 | 12 | 16.0 | 12 | 8.5 | 15 | 12.1 | 66 | 20.0 |  |  | 323 | 13.9 |
| Europe | 61 | 36.3 | 150 | 34.8 | 185 | 32.0 | 63 | 29.7 | 86 | 32.7 | 16 | 21.3 | 35 | 24.8 | 35 | 28.2 | 66 | 20.0 | 2 | 33.3 | 699 | 30.0 |
| Latin America | 14 | 8.3 | 67 | 15.5 | 112 | 19.3 | 43 | 20.3 | 62 | 23.6 | 28 | 37.3 | 62 | 44.0 | 39 | 31.4 | 56 | 16.9 | 2 | 33.3 | 485 | 20:8 |
| Other & Worldwide | 52 | 31.0 | 96 | 22.2 | 129 | 22.3 | 66 | 31.1 | 66 | 25.1 | 15 | 20.0 | 27 | 19.1 | 25 | 20.2 | 100 | 30.2 | 2 | 33.3 | 578 | 24.8 |
| Total | 168 | 100.0 | 432 | 100.0 | 579 | 100.0 | 212 | 100.0 | 263 | 100.0 | 75 | 100.0 | 141 | 100.0 | 124 | 100.0 | 331 | 100.0 | 6 | 100.0 | 2331* | 100.0 |

* Please note that this Total excludes Consortia Programs

tral, West South Central and Mountain regions Latin American involvement, relative to total program activity, is even greater, 37.3%, 44.0% and 31.4%, respectively. These are the only three regions in the United States where Europe does not take first place in overseas regional focus. At the same time these three regions have relatively little program involvement with Africa and the Middle East.

The Pacific states have the most balanced distribution in terms of overseas geographic focus. Schools in this area have relatively more involvement with Africa, the Middle East and Asia than any other region. In fact the Asia share of program activity equals that for Europe, 20%.

In general then, we can see that the southern tier of the United States (and up through the mountain region) is especially focused toward Latin America. Interest in Africa and the Middle East is centered in the northeast quarter of the country and in the far west, while involvement in Asia is fairly well scattered throughout the country with special concentration in the far west. Finally, activities related to Europe are at a fairly high level throughout the country.

## C. International Programs by Type

To date the Data Bank has identified 2,649 international programs. As shown in Table 9, the single most important program category is "study abroad," which accounts for nearly 30% of all international activity. Since mounting such programs often requires little additional resources on the part of the school, it is not surprising that study abroad is the most common form of international activity. Such programs usually require no more than one additional staff member, and students are generally required to cover the full cost of such programs.

## Table 9 - TYPES OF INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY WORLD GEOGRAPHIC REGION, 1967-1968

| Program Type | World Geographic Region | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Africa | East Asia | South Asia | S.E. Asia | Europe | Latin America | Mid-East & North Africa | North America | Oceania | World-wide & Country Varies | Total | Percent |
| Area Studies | 61 | 73 | 52 | 13 | 127 | 134 | 36 | 5 | 2 | 18 | 521 | 19.7 |
| Topical | 7 | 6 | 4 | 4 | 11 | 21 | | 1 | 6 | 333 | 393 | 14.9 |
| Other On-Campus | 1 | 1 | 1 | | 1 | 2 | | | | 14 | 20 | 0.8 |
| Study Abroad | 17 | 35 | 9 | 2 | 536 | 109 | 32 | 8 | 3 | 30 | 781 | 29.5 |
| Work-Study & In-service | 2 | 2 | 2 | | 12 | 22 | 2 | | | 10 | 52 | 2.0 |
| Training | 24 | 11 | 11 | 10 | 24 | 57 | 12 | 5 | 6 | 143 | 303 | 11.4 |
| Faculty Abroad | 3 | 5 | 5 | | 17 | 6 | 1 | | 3 | 21 | 61 | 2.3 |
| Exchange | 7 | 21 | 8 | 7 | 88 | 64 | 6 | 4 | 1 | | 206 | 7.7 |
| Technical Assistance | 46 | 5 | 46 | 29 | 3 | 91 | 16 | | 1 | 2 | 239 | 9.0 |
| Research | 6 | | 7 | 3 | 5 | 31 | 4 | 1 | 1 | 15 | 73 | 2.8 |
| Total | 174 | 159 | 145 | 68 | 824 | 537 | 109 | 24 | 23 | 586 | 2649 | |
| Percent | 6.6 | 6.0 | 5.5 | 2.6 | 31.1 | 20.3 | 4.1 | 0.9 | 0.9 | 22.1 | | 100.0 |

To date over two-thirds of all study abroad programs are directed toward Europe. Fourteen percent are located in Latin America and the remaining programs are scattered about the world.

The second most frequent type of international program activity falls in the category "language and area studies centers" representing nearly 20% of all international programs. Unlike "study abroad," area studies are not focused primarily on Europe. Asia, taken as a whole, accounts for 26.5% of area studies programs, closely followed by Latin America with 25.7% and Europe with 24.4%. African studies centers represent 11.7% of the total with other areas of the world trailing far behind.

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"Training programs" are another significant international activity of U.S. colleges and universities, representing 11.4% of all programs. While most of these programs do not have a specific area focus, more are concerned with Latin America than any other one geographic region. Most are directed toward developing areas (for U.S. nationals going abroad or foreign nationals training in this country) as opposed to Europe.

"Technical assistance" programs, which account for 9% of all international programs, are almost wholly directed toward developing areas. Over 38% of such programs are located in Latin America, 33.5% in Asia, 19.2% in Sub-Saharan Africa and 6.7% in North Africa and the Middle East.

"Exchange programs," which involve a two-way flow of students, and/or faculty, and, in many cases educational materials as well, are much more heavily geared toward Europe. Over 44% of such programs are European related compared to 31.1% for Latin America, 17.5% for Asia, and 7.2% for the rest of the world.

"Research programs," represent a small fraction of total recorded international program activity. This is not to imply that little research is being conducted on international topics, but the Data Bank has excluded from its purview research being conducted by individuals. Nor has it covered research that is being conducted within the framework of language and area studies centers or as part of many technical assistance efforts. Such research activity that is included tends to be large scale research, conducted overseas in conjunction with a foreign institution and of two or more years of duration.

"Topical programs" is the last major program type we shall review. It involves nearly 15% of all international activities and includes structured research or teaching programs on campus which include a strong international content. As we can see in Table 9, the majority of such programs do not have a specific geographic focus. They tend to be concerned with specific problem areas (such as population or land tenure) or the application of a discipline or profession to international concerns (law, medicine, economics, etc.).

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Table 10 lists such topical programs by subject area. Over a quarter of all topical programs are in the social sciences. International studies and international relations account for 16.2% and 12% respectively. There is also a large number of topical programs in education, representing 11.7% of the total with other disciplines or professions representing smaller proportions. What is interesting to note, however, is the wide spectrum of professional and disciplinary fields involved in international activities. International interests as reflected in research and teaching activities on campus, have moved beyond the traditional fields of international studies and diplomatic relations to encompass nearly all the disciplines and a large number of professional schools such as business, engineering, law and medicine.

## D. Programs by Type and Year of Inception

Table 11 presents all international programs initiated up through 1968* by year began and type of activity.

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* The total number of programs identified by the Data Bank to date is 2,649. Of this number 153 commenced after 1968. However, our coverage for the years 1969-1971 is as yet incomplete and for purposes of analysis in this section, we shall only examine the 2,496 programs begun prior to 1969.

## Table 10 - TOPICAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY SUBJECT MATTER, 1967-1968

| | Number of Programs | | |
|---|---|---|---|
| Subject Matter | Subtotal | Total | Percent |
| Humanities | | 15 | 3.8 |
| Humanities-General | 1 | | |
| Arts, Drama, History, Literature and Music | 8 | | |
| Religions | 6 | | |
| Social Sciences | | 103 | 26.2 |
| Social Science-General | 19 | | |
| Anthropology | 6 | | |
| Demography | 14 | | |
| Economics | 28 | | |
| Political Science | 17 | | |
| Sociology | 19 | | |
| Physical Sciences | | 3 | 0.7 |
| Engineering | | 1 | 0.3 |
| Business | | 28 | 7.1 |
| Management, Business Administration, Management Economics, and Statistics | 7 | | |
| International Business Administration | 21 | | |
| Architecture | | 1 | 0.3 |
| Communications | | 4 | 1.0 |
| Law | | 15 | 3.8 |
| Law--Misc. and General | 2 | | |
| International Law | 7 | | |
| Comparative Law | 4 | | |
| Civil Law | 1 | | |
| Law and Development | 1 | | |
| Health Sciences and Public Health | | 7 | 1.8 |
| Military Science | | 1 | 0.3 |
| Public Administration | | 5 | 1.2 |
| Home Economics | | 1 | 0.3 |

|  | Number of Programs |  |  |
|---|---|---|---|
| Subject Matter | Subtotal | Total | Percent |
| Education |  | 46 | 11.7 |
| Education-General and Miscellaneous | 11 |  |  |
| Education-Administration | 2 |  |  |
| Instructional Aids | 1 |  |  |
| Comparative and International Education | 32 |  |  |
| Agriculture |  | 13 | 3.3 |
| Agriculture-General | 4 |  |  |
| Rural Development | 1 |  |  |
| Agricultural Development | 6 |  |  |
| Tropical Agriculture | 2 |  |  |
| Agronomy |  | 1 | 0.3 |
| Forestry |  | 1 | 0.3 |
| Farming |  | 1 | 0.3 |
| Natural Resources |  | 4 | 1.0 |
| Water Resources | 2 |  |  |
| Environmental Studies | 2 |  |  |
| Urban Studies |  | 2 | 0.5 |
| International Studies-General/Foreign Affairs |  | 64 | 16.2 |
| International Relations |  | 47 | 12.0 |
| Diplomacy/Foreign Service |  | 9 | 2.3 |
| Language Research Programs |  | 11 | 2.8 |
| Research |  | 8 | 2.0 |
| Latin American Studies | 2 |  |  |
| Caribbean Studies | 1 |  |  |
| European Studies | 1 |  |  |
| Communist Studies | 2 |  |  |
| Tropical Studies | 1 |  |  |
| Disaster Studies | 1 |  |  |
| Subject Varies |  | 2 | 0.5 |
| Total | 393 | 393 | 100.0 |

(Total Number of Programs=393)

### Table 11 - INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY PROGRAM TYPE AND YEAR OF INCEPTION

| Program Type | Prior to 1950 | 1950 to 1954 | 1955 to 1959 | Year Began '60 | '61 | '62 | '63 | '64 | '65 | '66 | '67 | '68 | No Date Indicated | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Area Studies | 40 | 26 | 50 | 24 | 15 | 21 | 16 | 31 | 40 | 29 | 38 | 46 | 125 | 501 |
| Topical | 32 | 16 | 33 | 12 | 17 | 16 | 22 | 25 | 39 | 27 | 40 | 37 | 63 | 379 |
| Other On-Campus | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 4 | 2 | 1 | 20 |
| Study Abroad | 35 | 22 | 44 | 29 | 14 | 49 | 51 | 62 | 66 | 65 | 71 | 93 | 91 | 692 |
| Work-Study & In-Service | 2 | 1 | 4 | 0 | 2 | 3 | 5 | 3 | 3 | 4 | 7 | 5 | 12 | 51 |
| Training | 20 | 14 | 23 | 15 | 14 | 18 | 23 | 21 | 12 | 22 | 42 | 36 | 33 | 293 |
| Faculty Abroad | 6 | 1 | 4 | 6 | 4 | 1 | 6 | 6 | 4 | 6 | 9 | 6 | 2 | 61 |
| Exchange | 9 | 6 | 15 | 8 | 7 | 13 | 21 | 22 | 15 | 24 | 21 | 23 | 16 | 200 |
| Technical Assistance | 1 | 7 | 14 | 6 | 9 | 15 | 27 | 35 | 26 | 27 | 32 | 25 | 7 | 231 |
| Research | 0 | 0 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 10 | 17 | 9 | 3 | 68 |
| Total | 147 | 95 | 192 | 107 | 85 | 141 | 177 | 211 | 211 | 214 | 281 | 282 | 353 | 2496 |
| Percent | 5.9 | 3.8 | 7.7 | 4.3 | 3.4 | 5.6 | 7.1 | 8.4 | 8.4 | 8.6 | 11.3 | 11.3 | 14.1 | 100.0 |

Over 17% of all programs identified by the Data Bank were initiated prior to 1960. Since that date there has been a steady growth in all categories of programs. We can see this more clearly in Chart I* and Table 12* which isolate three major types of programs -- language and area studies, study abroad and technical assistance. As we can see in Chart I, study abroad programs showed the largest absolute growth in the period 1960-1968. There is a clearly discernible upward trend in the number of such programs started each successive year.

In relative terms, however, the number of technical assistance programs grew the fastest. Between 1960 and 1968, such programs increased by more than a factor of 10. Study abroad grew almost sixfold while area studies programs increased better than threefold.

The number of new technical assistance programs mounted each year increased through the early sixties, reaching a peak of 35 new programs in 1964. In subsequent years the number of new technical assistance programs declined somewhat down to 25 in 1968.

The growth of area studies programs does not show a clear trend in this period. Such programs were still growing strongly in 1968 when it reached its high point for this nine-year period with the inception of 46 new programs.

In fact, turning back to Table 11, we can see that 1968, along with 1967, were the most active years in terms of total new programs started. It would appear from our data that at least through 1968 the growth of international activities on U.S. campuses was still accelerating.

Table 13 presents a comparison of the distribution of international programs by type prior to 1960 and in 1968. Even though the total number of programs grew nearly sixfold, the distribution of programs by type was . . . .

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* Programs for which "Year Began" is not available have been eliminated from Chart I and Table 12.

Chart 1 - GROWTH OF AREA STUDIES, STUDY ABROAD AND TECHNICAL ASSISTANCE PROGRAMS BY YEAR, 1960-1968

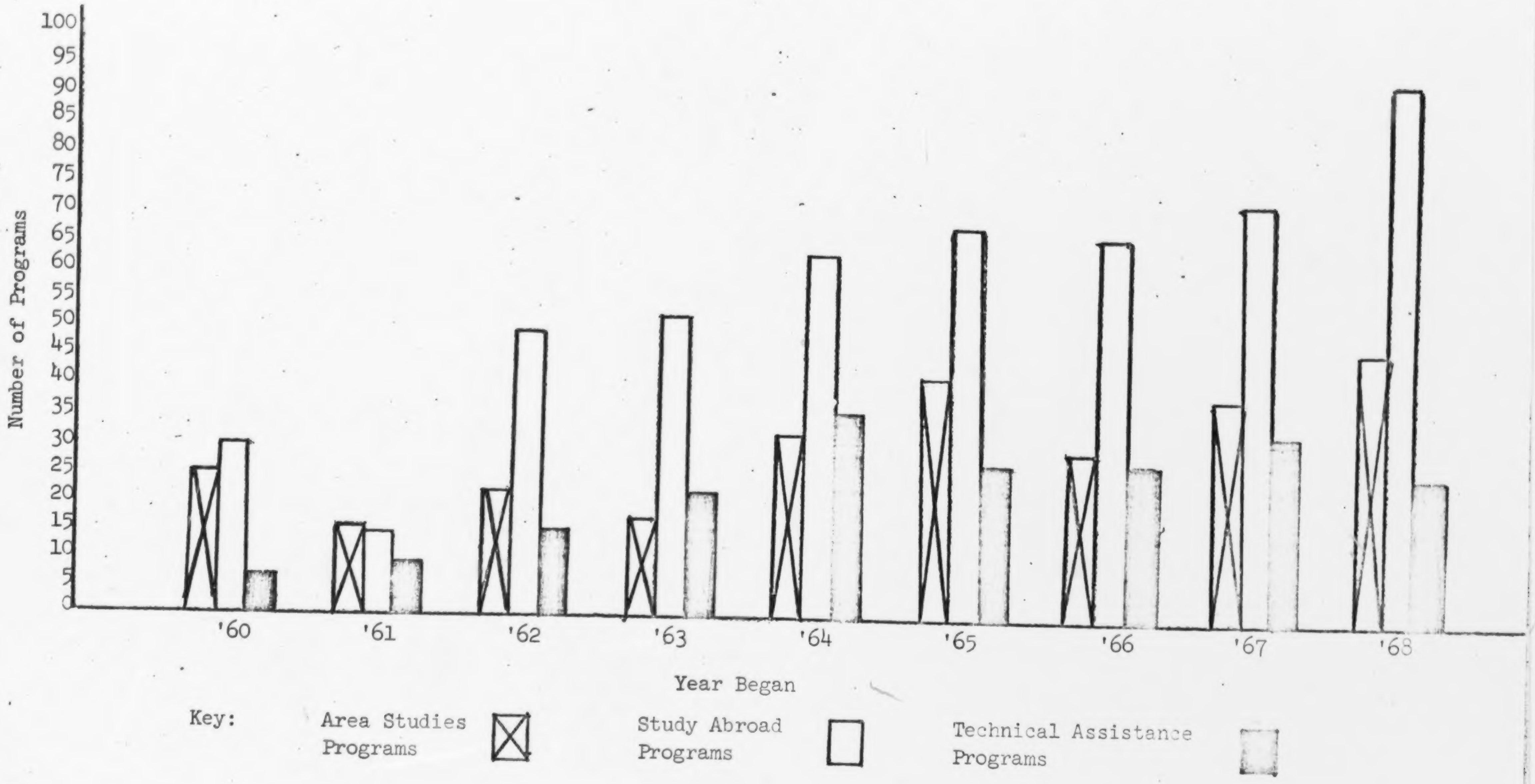

Table 12 - GROWTH OF AREA STUDIES, STUDY ABROAD, AND TECHNICAL ASSISTANCE PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES, 1960 to 1968

| Program Type | Programs Initiated Prior to 1960 | Programs Initiated 1960-1968 | Total Programs 1968 | % of Increase in Programs Between 1960 and 1968 |
|---|---|---|---|---|
| Area Studies | 166 | 260 | 376 | 324.1% |
| Study Abroad | 101 | 500 | 601 | 595.0% |
| Technical Assistance | 22 | 202 | 224 | 1,018.2% |

Table 13 - COMPARISON OF THE DISTRIBUTION OF INTERNATIONAL PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES BY TYPE, pre-1960 and 1968

| Program Type | # of Programs pre-1960 | Percent | # of Programs 1968 | Percent |
|---|---|---|---|---|
| Area Studies | 116 | 26.7 | 501 | 20.1 |
| Topical | 81 | 18.7 | 379 | 15.2 |
| Other On-Campus | 5 | 1.2 | 20 | 0.8 |
| Study Abroad | 101 | 23.3 | 692 | 27.7 |
| Work-Study & In-Service | 7 | 1.6 | 51 | 2.0 |
| Training | 57 | 13.1 | 293 | 11.7 |
| Faculty Abroad | 11 | 2.5 | 61 | 2.4 |
| Exchange | 30 | 6.9 | 200 | 8.0 |
| Technical Assistance | 22 | 5.1 | 231 | 9.3 |
| Research | 4 | 0.9 | 68 | 2.7 |
| Total | 434 | 100.0 | 2496 | 100.0 |

relatively stable. However, we can see that the alteration in the distribution which did occur is accounted for by changes in three program types: area studies programs declined in relative importance in 1968 from 26.7% of the total in pre-1960 to 20.1% of the total in 1968; study abroad programs grew to 27.7% (from 23.3%); and technical assistance to 9.3% (from 5.1%).

The current updating of the Data Bank will enable us to trace trends in growth of programs by type up to 1970. These results will be available toward the end of the new contract year.

## E. Technical Assistance and Area Studies

In Section A we looked at a school's degree of involvement in international activities in terms of the number of such programs on a campus. Substantively, however, it is more interesting to see if there is any pattern of international involvement on a campus rather than simply to quantify such involvement. In Table 14 we have attempted to obtain a substantive measure of an institution's involvement by investigating whether or not technical assistance and area studies programs concerned with a related geographic area exist on campus.

We have assumed that the presence of an on-going research and teaching center dedicated to work in a given geographic area would serve as an added dimension to any technical assistance project such a school might undertake. Thus we examined whether or not a school with a technical assistance program in a particular area of the world also had an on-going area studies center concerned with the same geographic region. This in no way assumes that the technical assistance program on campus is articulated (formally or informally) with the area studies center. However, if such a related center exists, there is the possibility of collaboration while, if there is none, no cooperation is possible.

As we can see from Table 14, less than half the technical assistance projects are located on a campus which has an area studies center focussing on the same

Table 14 - TECHNICAL ASSISTANCE PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH AREA STUDIES IN THE SAME WORLD GEOGRAPHIC REGIONS, 1967-1968

| World Geographic Region | Technical Assistance programs at institutions having Area Studies in the same geographic region |  | Technical Assistance programs at institutions not having Area Studies in the same geographic region |  | Total number of Technical Assistance programs |  |
|---|---|---|---|---|---|---|
|  | Number | Percent | Number | Percent | Number | Percent |
| Sub-Saharan Africa | 21 | 45.7 | 25 | 54.3 | 46 | 100.0 |
| East Asia | 3 | 60.0 | 2 | 40.0 | 5 | 100.0 |
| South Asia | 18 | 39.1 | 28 | 60.9 | 46 | 100.0 |
| Southeast Asia | 3 | 10.3 | 26 | 89.7 | 29 | 100.0 |
| Europe | 3 | 100.0 | 0 | 0.0 | 3 | 100.0 |
| Latin America | 57 | 62.6 | 34 | 37.4 | 91 | 100.0 |
| Middle East & North Africa | 0 | 0.0 | 16 | 100.0 | 16 | 100.0 |
| North America | 0 | - | 0 | - | 0 | - |
| Oceania | 0 | 0.0 | 1 | 100.0 | 1 | 100.0 |
| Worldwide & Country Varies | 1 | 50.0 | 1 | 50.0 | 2 | 100.0 |
| Total | 106 | 44.4 | 133 | 55.6 | 239 | 100.0 |

region. The lack of a complementary on-campus studies center is particularly acute with regard to technical assistance programs in the Middle East and North Africa (where there are no area studies centers on campuses which have projects in this area), South Asia, and Sub-Saharan Africa. The situation is relatively good for technical assistance projects in Latin America and East Asia.*

Table 15 inverts the relationship and asks how many area studies centers are located on campuses which have a technical assistance project in the same geographic area. As we can see, only about 13% of all area studies programs are on a campus with a technical assistance project in the same geographic region. This is not surprising in that the number of area studies programs is more than twice as great as the number of technical assistance projects. Also a number of area studies centers are concerned with Europe, a region within which few technical assistance projects are mounted. The data does indicate, however, that *the presence of* an area studies program on a campus does not often lead to the mounting of a technical assistance project in the same geographic area.

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It must be underlined that the existence of an area studies center and technical assistance project concerned with the same geographic area does not necessarily lead to cooperation or collaboration. Whether or not such reinforcement does exist cannot be determined from our data. To arrive at such an evaluation would probably require on-campus visits and interviews with the personnel involved, such as those made during the case studies conducted by Education and World Affairs and published as The University Looks Abroad: Approaches to World Affairs at Six American Universities (Walker and Co., 1965). However, such research goes beyond the scope of present Data Bank activities.

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* We excluded Europe from our analysis because of the very small number of technical assistance projects in this geographic region.

Table 15 - AREA STUDIES PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH TECHNICAL ASSISTANCE IN THE SAME WORLD GEOGRAPHIC REGIONS, 1967-1968

| World Geographic Region | Area Studies programs at institutions having Technical Assistance in the same geographic region | | Area Studies programs at institutions not having Technical Assistance in the same geographic region. | | Total number of Area Studies programs | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Sub-Saharan Africa | 8 | 13.1 | 53 | 86.9 | 61 | 100.0 |
| East Asia | 5 | 6.8 | 68 | 93.2 | 73 | 100.0 |
| South Asia | 11 | 21.2 | 41 | 78.8 | 52 | 100.0 |
| Southeast Asia | 3 | 23.1 | 10 | 76.9 | 13 | 100.0 |
| Europe | 5 | 3.9 | 122 | 96.1 | 127 | 100.0 |
| Latin America | 35 | 26.1 | 99 | 73.9 | 134 | 100.0 |
| Middle East & North Africa | 0 | 0.0 | 36 | 100.0 | 36 | 100.0 |
| North America | 0 | 0.0 | 5 | 100.0 | 5 | 100.0 |
| Oceania | 0 | 0.0 | 2 | 100.0 | 2 | 100.0 |
| Worldwide & Country Varies | 1 | 5.6 | 17 | 94.4 | 18 | 100.0 |
| Total | 68 | 13.1 | 453 | 86.9 | 521 | 100.0 |

## F. Study Abroad and Area Studies

We have examined the presence (or absence) at U.S. colleges and universities of study abroad and area studies on related regions, and the findings are presented in Tables 16 and 17. As we can see from Table 16, less than 13% of all study abroad programs are found on campuses with an area studies program for the same geographic region. As in the case of technical assistance and area studies, the existence of these two types of programs on one campus does not imply cooperation, but the absence of a complementary area studies program precludes any possibility of area studies supporting study abroad programs.

It is interesting to note that study abroad programs in Europe (which represent over 2/3 of all study abroad programs) are usually located on a campus without a complementary area studies program. This fact tends to reinforce the notion that study abroad in Europe is often the first international program offered by an institution. However, European study abroad often relates more closely to traditional language programs on campuses as well as to traditional content in history and political science courses.

Where a study abroad program is directed toward a non-European area, there is greater probability that that school has a related area studies program (as in the case of East Asia, South Asia, Latin America and the Middle East and North Africa). But even in these areas, the the majority of such study abroad programs are located on a campus with no complementary language and area studies program.

Table 17 inverts the above matrix and compares the presence of study abroad programs on campuses with a related area studies center. Again we see that the link between these two types of programs is weak. Only 15.5% of all area studies centers are located at institutions with study abroad programs in a related geographic area.

## Table 16 - STUDY ABROAD PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH AREA STUDIES IN THE SAME WORLD GEOGRAPHIC REGIONS, 1967-1968

| World Geographic Region | Study Abroad programs at institutions having Area Studies in the same geographic region | | Study Abroad programs at institutions not having Area Studies in the same geographic region | | Total number of Study Abroad programs | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Sub-Saharan Africa | 3 | 17.7 | 14 | 82.3 | 17 | 100.0 |
| East Asia | 10 | 28.6 | 25 | 71.4 | 35 | 100.0 |
| South Asia | 3 | 33.3 | 6 | 66.7 | 9 | 100.0 |
| Southeast Asia | 0 | 0.0 | 2 | 100.0 | 2 | 100.0 |
| Europe | 41 | 7.7 | 495 | 92.3 | 536 | 100.0 |
| Latin America | 34 | 31.2 | 75 | 68.8 | 109 | 100.0 |
| Middle East & North Africa | 9 | 28.1 | 23 | 71.9 | 32 | 100.0 |
| North America | 0 | 0.0 | 8 | 100.0 | 8 | 100.0 |
| Oceania | 0 | 0.0 | 3 | 100.0 | 3 | 100.0 |
| Worldwide & Country Varies | 1 | 3.0 | 29 | 97.0 | 30 | 100.0 |
| Total | 101 | 12.9 | 680 | 87.1 | 781 | 100.0 |

Table 17 - AREA STUDIES PROGRAMS OF U.S. COLLEGES AND UNIVERSITIES AND THEIR COINCIDENCE WITH STUDY ABROAD IN THE SAME WORLD GEOGRAPHIC REGIONS, 1967-1968

| World Geographic Region | Area Studies programs at institutions having Study Abroad in the same geographic region | | Area Studies programs at institutions not having Study Abroad in the same geographic region | | Total number of Area Studies programs | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Sub-Saharan Africa | 3 | 4.9 | 58 | 95.1 | 61 | 100.0 |
| East Asia | 9 | 12.3 | 64 | 87.7 | 73 | 100.0 |
| South Asia | 3 | 5.8 | 49 | 94.2 | 52 | 100.0 |
| Southeast Asia | 0 | 0.0 | 13 | 100.0 | 13 | 100.0 |
| Europe | 28 | 22.0 | 99 | 78.0 | 127 | 100.0 |
| Latin America | 29 | 21.6 | 105 | 78.4 | 134 | 100.0 |
| Middle East & North Africa | 8 | 22.2 | 28 | 77.8 | 36 | 100.0 |
| North America | 0 | 0.0 | 5 | 100.0 | 5 | 100.0 |
| Oceania | 0 | 0.0 | 2 | 100.0 | 2 | 100.0 |
| Worldwide & Country Varies | 1 | 5.6 | 17 | 94.4 | 18 | 100.0 |
| Total | 81 | 15.5 | 440 | 84.5 | 521 | 100.0 |

## G. Consortia

As mentioned above, a number of institutions have organized themselves into consortia for the purposes of undertaking international program activities. Table 18 presents the 318 consortia programs identified by the Data Bank according to the overseas area focus and type of program. As we can see, the majority of such consortia programs are in the area of study abroad (55.3%). Most of these study abroad programs are directed toward Europe with a small but significant number located in Latin America as well.

There are also a number of consortium-sponsored training programs and small numbers of area studies and topical programs run by consortia. Few consortia programs are found among the remaining program types.

In terms of geographic focus, Europe is the most popular area (39.6%). The vast majority of European related programs are of the study abroad type. Next in importance is "worldwide" with 16.4% (that is, no specific focus), followed closely by Latin America (16.0%). Other areas of the world command less interest on the part of consortia programs.

Even though consortia programs tend to be study abroad programs, it is significant to note the wide range of program activities which have been undertaken by groups of colleges and universities. When our current round of updating is completed, it will be interesting to see if more such non-study abroad activities have been undertaken by consortia.

## H. Institution Profiles

Appendices A-1 and A-2 contain profiles of all international program activities of two institutions -- Principia College and the University of Arizona. These two profiles serve to demonstrate one of the major purposes of the Data Bank -- to provide an up-to-date picture of the full range of international activities on any given U.S. campus.

Table 18 - INTERNATIONAL PROGRAMS OF U.S. COLLEGE AND UNIVERSITY CONSORTIA BY TYPE OF PROGRAM AND WORLD GEOGRAPHIC REGION, 1967-1968

| Type of Program | World Geographic Region<br>Sub-Saharan Africa | East Asia | South Asia | South-east Asia | Latin America | Mid-East & North Africa | Europe | North America | Oceania | World-wide & Country Varies | Total | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Area Studies | | | | | | | | | | | | |
| Topical | 4 | 4 | 3 | | 4 | 1 | 1 | | | 2 | 19 | 6.0 |
| Other | | | 2 | | 2 | | | | | 21 | 25 | 7.9 |
| On-Campus | | | | | | | | | | 3 | 3 | 0.9 |
| Exchange | | | 1 | 1 | 3 | | 2 | | | | 7 | 2.2 |
| Technical Assistance | | 1 | 2 | 5 | 6 | | | | | | 14 | 4.4 |
| Research | 4 | | 2 | | 4 | | | | | 5 | 15 | 4.7 |
| Training | 2 | 3 | 3 | 1 | 8 | 4 | 12 | | | 12 | 45 | 14.2 |
| Faculty Abroad | 1 | | 1 | | | | 1 | | | 5 | 8 | 2.5 |
| Study Abroad | 7 | 14 | 5 | | 22 | 13 | 110 | 3 | 1 | 1 | 176 | 55.3 |
| Work-Study & In-Service | 1 | | | | 2 | | | | | 3 | 6 | 1.9 |
| Total | 19 | 22 | 19 | 7 | 51 | 18 | 126 | 3 | 1 | 52 | 318 | |
| Percent | 6.0 | 6.9 | 6.0 | 2.2 | 16.0 | 5.7 | 39.6 | 0.9 | 0.3 | 16.4 | | 100.0 |

These two schools were chosen to illustrate the kinds of programs one would find at a small private institution and a medium size state school. However, they should not be viewed as necessarily representing the norm for such types of institutions.

Principia College, like many smaller institutions, confines its international programming to study abroad activities. Of the five programs run by this school, all are study abroad with three directed toward Europe, one to Sub-Saharan Africa and one to Latin America (Mexico). This pattern of programming conforms to our earlier impressions cited above, namely that smaller schools tend to mount study abroad programs rather than other types of international programs and tend to concentrate their geographic focus on Europe. In terms of year of inception, their European programs were initiated first (e.g., Great Britain in 1956) with the Mexican program in 1964 and the Sub-Saharan Africa last in 1968.

The University of Arizona presents a very different picture. Of the 14 international programs run by the University, two are area studies, one topical, five study abroad, three training, two exchange programs and one technical assistance. In terms of geographic focus, eight programs deal with Latin America, including an area studies program, three study abroad -- two in Mexico and one in Brazil --, one training program (for the Peace Corps), two exchange programs in Mexico and a technical assistance program in Brazil. Two programs are in Europe (both study abroad), one in the Middle East, one in Asia and two worldwide.

One can see the clear concentration of program activities in the Latin American area, specifically in Mexico and Brazil. In both these countries there are a variety of program types (study abroad, technical assistance and/or exchange) as well as an on-campus Latin American area studies center. Thus the opportunity exists for the reinforcement of a program by its complement on campus or overseas. Latin American program activities also have a potential contribution to make to the school's Latin American Peace Corps training program. This concentration on Latin America, it should be noted, is typical of many schools in the South and especially Southwest of the U.S. The diversity of program types is also a common occurence on larger campuses.

These two institutional profiles illustrate the kinds of information found in the Data Bank. The Data Bank contains similar profiles for all four-year institutions of higher education in the U.S.

## I. Country Profiles

Appendices B-1, B-2, B-3 and B-4 contain profiles of all programs of U.S. colleges and universities concerned with Yugoslavia, Chile, Sierra Leone and Malaysia. These countries were selected to represent the four major geographic areas of the world and to illustrate the mix of programs and U.S. institutions found in these areas.

Looking at the Yugoslav country profile, we can see that the 11 U.S. programs fall into the following categories: study abroad (4), exchange (3), technical assistance (2) and research (2). The institutions involved in these programs represent 5 institutions (with Indiana University involved in 3 programs and Johns Hopkins in 2), a state university system (Oregon), a consortium of colleges (The Great Lakes Colleges Association), and a private, non-profit sector organization.

While the study abroad, exchange and research type programs are typical of U.S. involvement in Europe, technical assistance programs are not often found in Europe. With this exception, the Yugoslavia profile is fairly representative of what one finds in Europe.

The country profile for Chile (B-2) differs considerably from that of Yugoslavia. The involvement on the part of U.S. institutions is considerably greater (26 programs), and the mix of program types is quite distinct:

| | |
|---|---|
| Study abroad | 1 |
| Exchange | 9 |
| Technical assistance | 6 |
| Research | 4 |
| Area studies | 1 |
| Training | 2 |
| Topical | 3 |
| | 26 |

There is only one study abroad program, but nine in the field of exchange and six technical assistance projects. In the case of Chile we can also note the strong involvement of the University of California system whose various campuses (especially U.C.L.A. and Berkeley) account for nine Chilean programs.

It is interesting to observe the wide range of subjects encountered in the Chilean profile. They run the gamut from the traditional language and cultural field to engineering, education, development planning, law, astronomy, agriculture, etc. Also significant is the fact that there are more exchange programs than technical assistance programs in Chile, indicating a two-way flow of knowledge and expertise rather than a one-way flow of technical assistance.

Given the large number of U.S. institutions operating in Chile, one might ask if there is any cooperation or coordination of efforts. We cannot answer that question from our data but the sheer quantity of involvement suggests that this question ought to be pursued by both the Chilean and U.S. institutions involved.*

. . . .

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* Such a study has been done concerning the large volume of social science research conducted by U.S. academics in Chile. The study included recommendations for improving coordination of efforts among foreign researchers and their local counterparts. Calvin C. Blair, Richard P. Schaedel and James H. Street, Responsibility of the Foreign Scholar to the Local Scholarly Community: Studies of U.S. Research in Guatemala, Chile and Paraguay (Educa- and World Affairs, 1969).

Sierra Leone (B-3) represents a country with relatively little U.S. collegiate involvement. There are three study abroad programs and one technical assistance project. This mix is rather unusual since there are few study abroad programs for all of Sub-Saharan Africa (17 in total). The technical assistance project run by the University of Illinois in institution building financed by A.I.D. (Najola University College), however, is fairly typical of U.S. campus involvement in Sub-Saharan Africa.

Malaysia represents a country with only eight international programs of U.S. colleges and universities, but these are fairly well distributed by type: 3 training programs, 2 exchange programs, 2 technical assistance projects and one research program. It is interesting to note the absence of study abroad programs. This tends to be true for South and Southeast Asia as a whole, however, where only 11 of 213 programs are of the study abroad type.

In terms of subject matter, the projects are in either economic development and related fields, or in the area of health.

As in the case of university profiles, profiles on all countries in which the U.S. academic community is active are available in the ICED Data Bank. In the new contract year the Data Bank will be increasingly concerned with analyzing the data collected, including a further look at university profiles on the basis of U.S. regional location and type of institution, and country profiles on a regional and worldwide basis.

J. Quantitative Data on Programs

1. On-campus programs

For illustrative purposes we have included two examples of program data sheets (Appendices C-1 and C-2). Appendix C-1 presents the paragraph description of the University of Wisconsin, (Madison) program in Soviet/Russian Studies. The following data sheet indicates the level of this program (graduate and/or undergraduate), the number of students participating and the university departments which are involved.

An area studies program is classified by the Data Bank as a Type I program* -- that is, a program offered on campus and not conducted in a foreign location (even though students and/or faculty may travel to overseas locations as part of the study program).

2. Programs involving movement of U.S. nationals overseas or foreign nationals to the U.S.

Type II programs**, as represented by the University of Wisconsin (Madison) program of technical assistance to Carabobo University in Venezuela (Appendix C-2), all involve the movement of people across national borders. As we can see from the data sheet, in this particular program seven Madison campus faculty members are participating in this program on the campus of Carabobo University and three graduate students and one undergraduate from Carabobo are studying at the University of Wisconsin (Madison). Similar information is available for all Type II programs in the Data Bank.

## K. Conclusion

We have looked at the highlights of U.S. international involvement as gleaned from the materials contained in the ICED Data Bank. We have seen the extent of international involvement on U.S. campuses and charted its growth over the past decade. We have . . . .

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* Type I programs include the following types: area studies, topical programs, and other on-campus programs.

** Type II programs include the following program types: study abroad, work-study and in-service, training programs, exchange programs, technical assistance and research.

seen the subject areas which are involved. We have also attempted to describe such international involvement in terms of certain key institutional classifying variables - size of institution, administrative control and geographic region of the U.S. We have seen the extent to which various types of programs do or do not cluster on a particular campus and have briefly examined consortia arrangements in the international field. Finally, we looked at university and country profiles in order to illustrate one of the major ways in which the information contained in the Data Bank can be organized to serve useful descriptive and analytical purposes.

In the new contract year we look forward to completing the current round of information updating in order to extend our coverage up through 1970. At the same time we plan to extend and deepen our analysis, the first stage of which is represented by this summary report.

# APPENDICES

INST. PROJECT# 4456/301

COUNTRY # 340   SUBJECT # 040

| | |
|---|---|
| U.S. INST | PRINCIPIA COLLEGE<br>ELSAH, ILLINOIS |
| COUNTRY | GREAT BRITIAN |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LITERATURE-GENERAL, HISTORY |
| YEAR BEGAN | 1956 |
| SOURCE OF FUNDS | PRINCIPIA COLLEGE (SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

PRINCIPIA COLLEGE OFFERS ITS STUDENTS AN OPPORTUNITY TO STUDY ABROAD FOR THE EQUIVALENT OF AN ACADEMIC QUARTER. FIVE PROGRAMS ARE SCHEDULED ON AN ALTERNATING BASIS. USUALLY ONE EACH YEAR. TWO FACULTY MEMBERS AND ABOUT 25 TO 30 STUDENTS MAKE UP EACH GROUP. FULL ACADEMIC CREDIT IS GIVEN FOR WORK IN THE PROGRAM. THE ENGLISH PROGRAM IS ONE OF THESE FIVE PROGRAMS. IT BEGINS WITH AN INTENSIVE TOUR OF LITERARY AND HISTORIC SHRINES EITHER ON THE CONTINENT OR IN THE BRITISH ISLES OR BOTH. THE GROUP SPENDS APPROXIMATELY SIX WEEKS IN LONDON DOING RESEARCH WORK ON PROJECTS APPROVED BY FACULTY COMMITTEES. ACADEMIC EMPHASIS VARIES WITH THE TOUR LEADER'S FIELD.

COORDINATOR   MR. C. T. HOUPT

INST. PROJECT# 4456/302

COUNTRY # 302 SUBJECT # 033

| | |
|---|---|
| U.S. INST | PRINCIPIA COLLEGE<br>ELSAH, ILLINOIS |
| COUNTRY | WESTERN EUROPE |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | CULTURAL AND INTELLECTUAL HISTORY |
| SOURCE OF FUNDS | PRINCIPIA COLLEGE (SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

PRINCIPIA COLLEGE OFFERS ITS STUDENTS AN OPPORTUNITY TO STUDY ABROAD FOR THE EQUIVALENT OF AN ACADEMIC QUARTER. FIVE PROGRAMS ARE SCHEDULED ON AN ALTERNATING BASIS, USUALLY ONE EACH YEAR. TWO FACULTY MEMBERS AND ABOUT 25 TO 30 STUDENTS MAKE UP EACH GROUP. EACH STUDENT WORKS ON A RESEARCH PROJECT AND FULL ACADEMIC CREDIT IS GIVEN FOR PARTICIPATION IN THE PROGRAM. THE PHILOSOPHY AND HISTORY OF WESTERN CIVILIZATION IS THE FOCUS OF ONE OF THESE FIVE PROGRAMS. IT TRACES THE DEVELOPMENT OF WESTERN CIVILIZATION FROM ANCIENT GREECE, THROUGH ROMAN, MEDIEVAL, AND RENAISSANCE ITALY TO MEDIEVAL AND RENAISSANCE FRANCE AND FINALLY TO ELIZABETHAN ENGLAND. EMPHASIS FALLS ON THE PHILOSOPHIC, LITERARY AND ARTISTIC CONTRIBUTIONS OF THESE NATIONS.

| | |
|---|---|
| COORDINATOR | DR. JAMES BECKER, ASSISTANT PROFESSOR OF HISTORY AND PHILOSOPHY |

INST. PROJECT# 4456/303

COUNTRY # 500   SUBJECT # 999

| | |
|---|---|
| U.S. INST | PRINCIPIA COLLEGE<br>ELSAH, ILLINOIS |
| COUNTRY | AFRICA (SUB-SAHARAN) |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | SUBJECT VARIES |
| YEAR BEGAN | 1968 |
| SOURCE OF FUNDS | PRINCIPIA COLLEGE (SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

PRINCIPIA COLLEGE OFFERS ITS STUDENTS AN OPPORTUNITY TO STUDY ABROAD FOR THE EQUIVALENT OF AN ACADEMIC QUARTER. FIVE PROGRAMS ARE SCHEDULED ON AN ALTERNATING BASIS, USUALLY ONE EACH YEAR. TWO FACULTY MEMBERS AND ABOUT 25 TO 30 STUDENTS MAKE UP EACH GROUP. FULL ACADEMIC CREDIT IS GIVEN FOR PARTICIPATION IN THE PROGRAM. ONE OF THESE PROGRAMS OFFERS A STUDY OF SELECTED AFRICAN COUNTRIES. THE CONSERVATION, GEOGRAPHY, ANTHROPOLOGY, BIOLOGY AND CULTURE OF KENYA, UGANDA, TANZANIA AND OTHER AREAS ARE EXAMINED. PARTICIPANTS ALSO SEE PARTS OF INDIA, THAILAND, HONG KONG AND JAPAN ON THEIR RETURN TRIP HOME.

COORDINATOR

INST. PROJECT# 4456/304

COUNTRY # 302   SUBJECT # 010

| | |
|---|---|
| U.S. INST | PRINCIPIA COLLEGE<br>ELSAH, ILLINOIS |
| COUNTRY | WESTERN EUROPE |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | ARTS- GENERAL |
| YEAR BEGAN | 1967 |
| SOURCE OF JUNDS | PRINCIPIA COLLEGE (SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

PRINCIPIA COLLEGE OFFERS ITS STUDENTS AN OPPORTUNITY TO STUDY ABROAD FOR THE EQUIVALENT OF AN ACADEMIC QUARTER. FIVE PROGRAMS ARE SCHEDULED ON AN ALTERNATING BASIS, USUALLY ONE EACH YEAR. TWO FACULTY MEMBERS AND ABOUT 25 TO 30 STUDENTS MAKE UP EACH GROUP. FULL ACADEMIC CREDIT IS GIVEN FOR PARTICIPATION IN THE PROGRAM. THE FINE ARTS PROGRAM IS ONE OF THESE PROGRAMS. IT IS DESIGNED TO COMBINE EXPERIMENTATION IN DIFFERENT MEDIA-PENCIL, CHARCOAL, WATERCOLOR - WITH A STUDY OF THE LANDSCAPE. ARCHITECTURE, AND PAINTING OF ENGLAND AND WESTERN EUROPE. VISITS TO THE GREAT ART COLLECTIONS IN LONDON PARIS, AND ITALY ARE SCHEDULED TO SUPPLEMENT THE WORK BEING DONE BY THE STUDENTS UNDER THE DIRECTION OF A MEMBER OF PRINCIPIA'S ART DEPARTMENT. THE WORK IS EXHIBITED ON CAMPUS UPON THE STUDENTS RETURN.

| | |
|---|---|
| COORDINATUR | JAMES GREEN, CHAIRMAN, FINE ARTS |

INST. PROJECT# 4456/305

COUNTRY # 263   SUBJECT # 003

| | |
|---|---|
| U.S. INST | PRINCIPIA COLLEGE<br>ELSAH, ILLINOIS |
| COUNTRY | MEXICO |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE AND CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1964 |
| SOURCE OF FUNDS | PRINCIPIA COLLEGE (SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

PRINCIPIA COLLEGE OFFERS ITS STUDENTS AN OPPORTUNITY TO STUDY ABROAD FOR THE EQUIVALENT OF AN ACADEMIC QUARTER. FIVE PROGRAMS ARE SCHEDULED ON AN ALTERNATING BASIS, USUALLY ONE EACH YEAR. TWO FACULTY MEMBERS AND ABOUT 25 TO 30 STUDENTS MAKE UP EACH GROUP. FULL ACADEMIC CREDIT IS GIVEN FOR PARTICIPATION IN THE PROGRAM. ONE OF THE FIVE PROGRAMS OFFERS STUDENTS THE OPPORTUNITY TO STUDY THE MEXICAN CULTURE. THE PROGRAM OBJECTIVES ARE TO ESTABLISH AS MANY PERSONAL CONTACTS AS POSSIBLE WITH MEXICANS, USING THE SPANISH LANGUAGE, AND TO GIVE A RICH CULTURAL EXPERIENCE THROUGH EXPOSURE TO MEXICAN ART, HISTORY, LITERATURE, CUSTOMS, ECONOMICS, GEOGRAPHY, AND POLITICS. VISITS TO HISTORICAL AND ARCHEOLOGICAL SITES ARE FEATURED.

| | |
|---|---|
| COORDINATOR | DR. D. B. SWETT, CHAIRMAN, FOREIGN LANGUAGE AND WORLD LITERATURE |

INST. PROJECT# 1136/002

COUNTRY # 200   SUBJECT # 704

LATIN AMERICAN STUDIES

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | LATIN AMERICAN |
| TYPE PROGRAM | AREA STUDIES |
| SUBJECT MATTER | LATIN AMERICAN STUDIES |
| YEAR BEGAN | 1965 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, N.D.E.A.,<br>FORD FOUNDATION |

THE UNIVERSITY OF ARIZONA OFFERS AN INTERDISCIPLINARY PROGRAM OF STUDY LEADING TO THE B.A. AND THE M.A. DEGREES FOR THE STUDENT WHO IS INTERESTED IN AN INTEGRATED PROGRAM OF STUDIES CONCERNING THE LATIN AMERICAN NATIONS AND OUR RELATIONS WITH THEM.

COORDINATOR

12/23/70

INST. PROJECT# 1136/008

COUNTRY # 700   SUBJECT # 721

ORIENTAL STUDIES

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | SOUTHEAST ASIA, EAST ASIA, SOUTH ASIA |
| TYPE PROGRAM | AREA STUDIES |
| SUBJECT MATTER | ORIENTAL STUDIES |
| YEAR BEGAN | 1959 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, N.D.E.A., |

THE COMMITTEE ON ORIENTAL STUDIES AT THE UNIVERSITY OF ARIZONA IS AN AREA DEPARTMENT OF THE COLLEGE OF LIBERAL ARTS WHICH PROVIDES INSTRUCTION IN MAJOR ASIAN LANGUAGES, AS WELL AS COURSES IN THE HISTORY, CIVILIZATION, LITERATURE AND GOVERNMENT OF THE AREA. BOTH THE B.A. AND THE M.A. DEGREES IN ORIENTAL STUDIES ARE OFFERED. THE DEPARTMENT COOPERATES WITH THE DEPARTMENTS OF ANTHROPOLOGY, HISTORY, PHILOSOPHY, GOVERNMENT, GEOGRAPHY AND ART WHICH PROVIDE ADDITIONAL COURSES IN ASIAN STUDIES. LANGUAGES CURRENTLY TAUGHT INCLUDE CHINESE, JAPANESE, HINDU AND ARABIC.

| | |
|---|---|
| COORDINATOR | EARL H. PRITCHARD, CHAIRMAN,<br>COMMITTEE ON ORIENTAL STUDIES |

12/23/70

INST. PROJECT# 1136/033

COUNTRY # 963   SUBJECT # 602

OFFICE OF ARID-LANDS STUDIES

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | DESERTS AND ARID LANDS-WORLDWIDE |
| TYPE PROGRAM | TOPICAL |
| SUBJECT MATTER | AGRICULTURAL DEVELOPMENT |
| YEAR BEGAN | 1964 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, U.S. ARMY NATICK LABORATORIES, ARMY RESEARCH OFFICE |

AS A DIVISION OF THE SCHOOL OF EARTH SCIENCES, THE OFFICE OF ARID-LANDS STUDIES OF THE UNIVERSITY OF ARIZONA COORDINATES THE UNIVERSITY-WIDE ARID LANDS PROGRAM AIMED TOWARD THE SOLUTION OF BOTH LOCAL AND WORLDWIDE PROBLEMS IN THE DEVELOPMENT, REGENERATION, AND UNDERSTANDING OF THE WORLD'S ARID LANDS, AND ADMINISTERS THE UNIQUE DOCTOR OF PHILOSOPHY DEGREE IN ARID LANDS RESOURCE SCIENCES. EACH CANDIDATE FOR THIS DEGREE HAS A MAJOR ADVISOR FROM HIS SPECIAL FIELD OF INTEREST, IN ADDITION TO A SPECIALLY CHOSEN COMMITTEE OF FACULTY MEMBERS, TO SUPERVISE HIS ACADEMIC WORK. THE PROGRAM FOR EACH STUDENT IS TAILORMADE, AND MAY INCLUDE WORK IN ANY APPROPRIATE COMBINATION OF UNIVERSITY DEPARTMENTS--NO SPECIFIC COURSE IS REQUIRED FOR ALL CANDIDATES.

COORDINATOR   WILLIAM G. MC GINNIES, DIRECTOR

12/23/70

INST. PROJECT# 1136/201

COUNTRY # 263   SUBJECT # 249

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | MEXICO |
| FOREIGN INST | UNIVERSIDAD DE SONORA |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | MARINE BIOLOGY |
| YEAR BEGAN | 1964 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, PARTICIPANTS' FEES |

EVERY SUMMER ONE OR TWO FIELD COURSES IN MARINE BIOLOGY ARE OFFERED BY THE UNIVERSITY OF ARIZONA IN SONORA, MEXICO AT THE PUERTO PENASCO MARINE RESEARCH STATION. THE TWO FIVE-WEEK COURSES THAT ARE OFFERED CONCENTRATE ON MARINE ECOLOGY OR MARINE INVERTBRATE ZOOLOGY. BOTH ARE UPPER DIVISION COURSES DESIGNED PRIMARILY FOR GRADUATE STUDENTS IN MARINE BIOLOGY. THE PROGRAM IS INTENDED TO GIVE THE ADVANCED STUDENT FIELD RESEARCH EXPERIENCE IN A SUBTROPICAL MARINE ENVIRONMENT, UNSPOILED BY HUMAN HABITATION.

| | |
|---|---|
| COORDINATOR | DONALD A. THOMSON, ASSOCIATE PROFESSOR |

12/23/70

INST. PROJECT# 1136/202

COUNTRY # 347 SUBJECT # 019

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | ITALY |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | GRAPHIC ART, ART HISTORY |
| YEAR BEGAN | 1967 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, PARTICIPANTS' FEES |

EACH SUMMER THE UNIVERSITY OF ARIZONA CONDUCTS A SIX-WEEK SESSION IN FLORENCE, ITALY FOR UPPER-DIVISION AND GRADUATE STUDENTS INTERESTED IN THE STUDY OF GRAPHIC ART AND ART HISTORY. VISITS TO FLORENCE MUSEUMS AND MANY SIDE TRIPS ARE TAKEN. THE PROGRAM IS CONDUCTED BY AN ARIZONA PROFESSOR WITH THE HELP OF VISITING TEACHERS AND IS OPEN TO BOTH ARIZONA STUDENTS AND STUDENTS FROM OTHER U.S. UNIVERSITIES. SIX UNITS OF ACADEMIC CREDIT ARE AWARDED FOR THE SUCCESSFUL COMPLETION OF THIS COURSE.

| | |
|---|---|
| COORDINATOR | F.P. GAINES, DEAN OF CONTINUING EDUCATION & SUMMER SESSION |

12/23/70

INST. PROJECT# 1136/203

COUNTRY # 263 SUBJECT # 003

## RESIDENCE SUMMER SESSION AT GUADALAJARA, MEXICO

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | MEXICO |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE/LIBERAL ARTS |
| YEAR BEGAN | 1953 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, PARTICIPANTS' FEES |

THE UNIVERSITY OF ARIZONA SUMMER SESSION IN GUADALAJARA, MEXICO CONSISTS OF 45 COURSE OFFERINGS, THE MAJORITY OF WHICH CONCENTRATE ON SPANISH LANGUAGE AND LITERATURE WITH OTHER COURSES IN ART, GOVERNMENT, HISTORY, AND GEOGRAPHY. APPROXIMATELY 780 STUDENTS FROM 170 DIFFERENT U.S. INSTITUTIONS ATTEND YEARLY. PARTICIPANTS LIVE IN SELECTED MEXICAN HOMES. FACULTY ARE FROM THE UNIVERSITY OF ARIZONA, THE UNIVERSITY OF GUADALAJARA, THE AUTONOMOUS UNIVERSITY OF GUADALAJARA, AND THE GUADALAJARA PUBLIC SCHOOLS. ALL COURSES ARE FULLY ACCREDITED BY THE UNIVERSITY OF ARIZONA AND APPLICANTS MUST MEET ALL UNIVERSITY REQUIREMENTS. THE MAJORITY OF THE PARTICIPANTS ARE GRADUATE STUDENTS.

| | |
|---|---|
| COORDINATOR | RENATO ROSALDO, HEAD, DEPARTMENT OF ROMANCE LANGUAGES |

12/23/70

INST. PROJECT# 1136/204

COUNTRY # 300   SUBJECT # 003

HUMANITIES PROGRAM IN EUROPE

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | EUROPE/ |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE/LIBERAL ARTS |
| YEAR BEGAN | 1952 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, PARTICIPANTS' FEES |

THE SEVEN-WEEK SUMMER TOUR TO EUROPE CONDUCTED BY THE UNIVERSITY OF ARIZONA ALLOWS BOTH UNDERGRADUATES AND GRADUATES THE OPPORTUNITY TO VISIT TEN EUROPEAN COUNTRIES AND EARN SIX ACADEMIC CREDITS FOR THE COURSE. THE GROUP MAKES STOPS AT HISTORICAL, EDUCATIONAL, AND SCIENTIFIC POINTS OF INTEREST AND PARTICIPANTS ARE REQUIRED TO SUBMIT STUDIES AND REPORTS. EACH TOUR IS CONDUCTED BY AN EXPERIENCED UNIVERSITY OF ARIZONA INSTRUCTOR AND APPROXIMATELY 30 STUDENTS PARTICIPATE EACH YEAR.

| | |
|---|---|
| COORDINATOR | F.P. GAINES, DEAN OF CONTINUING EDUCATION AND SUMMER SESSION |

12/23/70

(A-2) 7

INST. PROJECT# 1136/205

COUNTRY # 222 SUBJECT # 708

RIO SUMMER SCHOOL

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | BRAZIL |
| FOREIGN INST | INSTITUTO BRASIL-ESTADOS UNIDOS |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | BRAZILIAN STUDIES |
| YEAR BEGAN | 1969 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, PARTIAIPANTS' FEES |

THE RIO SUMMER SCHOOL CONDUCTED BY THE UNIVERSITY OF ARIZONA IS A SIX-WEEK SUMMER SCHOOL IN RIO DE JANEIRO WHICH IS OFFERED IN COOPERATION WITH THE INSTITUTO BRASIL ESTADOS UNIDOS. CURRICULUM INCLUDES COURSES IN BRAZILIAN PORTUGUESE, LITERATURE, LINGUISTICS, HISTORY, GEOGRAPHY, ART, AND FOLKLORE. THE PROGRAM ALSO INCLUDES EXTRACURRICULAR VISITS AND EXCURSIONS. IT IS OPEN TO THIRD AND FOURTH YEAR HIGH SCHOOL STUDENTS, TEACHERS OF ALL LEVELS, AND UNIVERSITY STUDENTS, AS WELL AS TO INTERESTED ADULTS IN NON-EDUCATIONAL FIELDS.

COORDINATOR LEO L. BARROW, ACADEMIC DIRECTOR

12/23/70

INST. PROJECT# 1136/430

COUNTRY # 200   SUBJECT # 999

### PEACE CORPS TRAINING

| | |
|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | LATIN AMERICA |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | VARIES |
| YEAR BEGAN | 1964 |
| SOURCE OF FUNDS | PEACE CORPS |

THE UNIVERSITY OF ARIZONA HAS CONDUCTED FIFTEEN TRAINING PROGRAMS, RANGING FROM TWELVE TO FIFTEEN WEEKS IN DURATION, TO PREPARE TRAINEES FOR WORK AS PEACE CORPS VOLUNTEERS IN ASSORTED LATIN AMERICAN COUNTRIES. STUDENTS HAVE BEEN TRAINED FOR VENEZUELA, COLUMBIA AND PANAMA. SUBJECTS COVERED HAVE INCLUDED SPANISH LANGUAGE, AMERICAN HISTORY, WORLD COMMUNISM, AREA STUDIES, AND VARIOUS TECHNICAL DISCIPLINES.

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| COORDINATOR | EDWARD MC CULLOUGH, PEACE CORPS DIRECTOR |

12/23/70

INST. PROJECT# 1136/451

COUNTRY # 950   SUBJECT # 800

## ENGLISH LANGUAGE INSTITUTE FOR FOREIGN STUDENTS

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|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | WORLDWIDE |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | ENGLISH AS A FOREIGN LANGUAGE |
| YEAR BEGAN | 1961 |
| SOURCE OF FUNDS | U.S. DEPARTMENT OF STATE, INSTITUTE OF INTERNATIONAL EDUCATION |

BETWEEN 50 AND 60 FOREIGN STUDENTS RECEIVE SPECIAL ENGLISH LANGUAGE TRAINING AND ORIENTATION EACH SUMMER AT THE UNIVERSITY OF ARIZONA, IN A PROGRAM CONDUCTED IN COOPERATION WITH THE INSTITUTE OF INTERNATIONAL EDUCATION. THE SIX-WEEK PROGRAM HAS A THREEFOLD PURPOSE--TO GIVE INTENSIVE STUDY AND PRACTICE IN THE USE OF ENGLISH LANGUAGE, TO PREPARE FOREIGN STUDENTS FOR STUDY IN THE U.S., TO PROVIDE AN INTRODUCTION AND ORIENTATION TO AMERICAN LIFE AND CULTURE, AND TO ACQUAINT STUDENTS WITH ACADEMIC AND ADMINISTRATIVE PROCEDURES USUALLY ENCOUNTERED IN AMERICAN COLLEGES AND UNIVERSITIES. THE MAJORITY OF THE PARTICIPANTS ARE FULBRIGHT SCHOLARS AND MOST COME FROM ASIATIC COUNTRIES, SOUTH AMERICA, AFRICA OR THE MIDDLE EAST.

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| COORDINATOR | GEORGE F. SPARKS, DIRECTOR |

1/06/71

INST. PROJECT# 1136/460

COUNTRY # 470   SUBJECT # 350

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| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | SAUDI ARABIA |
| FOREIGN INST | KING ABDUL AZIZ UNIVERSITY |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | BUSINESS ADMINISTRATION |
| YEAR BEGAN | 1967 |
| SOURCE OF FUNDS | SAUDI ARABIAN GOVERNMENT |

THE COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION AT THE UNIVERSITY OF ARIZONA CURRENTLY PROVIDES A SUBSTANTIAL PART OF THE GRADUATE EDUCATION OF FACULTY MEMBERS OF THE KING ABDUL AZIZ UNIVERSITY IN SAUDI ARABIA. SIX FACULTY MEMBERS ARE NOW WORKING ON THEIR PH.D. DEGREES AT THE UNIVERSITY OF ARIZONA, THROUGH GRANTS FROM THE SAUDI ARABIAN GOVERNMENT.

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| COORDINATOR | C.W. VORIS, DEAN, COLLEGE OF BUSINESS & PUBLIC ADMINISTRATION |

1/06/71

INST. PROJECT# 1136/660

COUNTRY # 263   SUBJECT # 003

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|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | MEXICO |
| FOREIGN INST | UNIVERSIDAD DE SONORA |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | LANGUAGE & CULTURE, LIBERAL ARTS, MARINE BIOLOGY |
| YEAR BEGAN | 1958 |
| SOURCE OF FUNDS | UNIVERSITY OF ARIZONA, UNIVERSIDAD DE SONORA, ROCKEFELLER FOUNDATION |

THE UNIVERSITY OF ARIZONA MAINTAINS AN INFORMAL RELATIONSHIP WITH THE UNIVERSIDAD DE SONORA FOR THE EXCHANGE OF STUDENTS AND FACULTY, AND MUTUAL ASSISTANCE IN THE SCIENTIFIC AREAS. THE TWO UNIVERSITIES HAVE COOPERATED IN THE CONSTRUCTION OF A PILOT DESALINATION PLANT AT PUERTO PENASCO, MEXICO, TO BE USED FOR RESEARCH PURPOSES AND THE UNIVERSIDAD DE SONORA HAS MADE ITS NEW MARINE BIOLOGICAL STATION AVAILABLE FOR USE BY THE UNIVERSITY OF ARIZONA. FUTURE OBJECTIVES OF THE PROGRAM INCLUDE THE ESTABLISHMENT OF A PLANNING AND DEVELOPMENT COMMITTEE AT THE UNIVERSIDAD DE SONORA AND A SIMILAR ADVISORY COMMITTEE AT THE UNIVERSITY OF ARIZONA FOR THE FURTHER DEVELOPMENT OF THE MEXICAN INSTITUTION IN THE YEARS AHEAD.

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| COORDINATOR | RENATO ROSALDO, DIRECTOR, LATIN AMERICAN AREA CENTER |

1/06/71

INST. PROJECT# 1136/661

COUNTRY # 263   SUBJECT # 221

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|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | MEXICO |
| FOREIGN INST | UNIVERSIDAD DE SONORA |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | ATMOSPHERIC DYNAMICS, CHEMISTRY AND PHYSICS, RURAL DEVELOPMENT |
| YEAR BEGAN | 1963 |
| SOURCE OF FUNDS | THE ROCKEFELLER FOUNDATION |

THE ENVIRONMENTAL RESEARCH LABORATORY OF THE INSTITUTE OF ATMOSPHERIC PHYSICS AT THE UNIVERSITY OF ARIZONA COOPERATIVELY OPERATES AN EXPERIMENTAL FACILITY FOR THE PRODUCTION OF WATER, FOOD, AND POWER WITH THE UNIVERSITY OF SONORA IN SONORA, MEXICO. THE PROJECT INVOLVES A DIESEL-ELECTRIC GENERATOR, HUMIDIFICATION DESALTING PLANT AND A SYSTEM OF CONTROLLED ENVIRONMENT AGRICULTURE IN INFLATED PLASTIC STRUCTURES. THE SYSTEM IS SO DEVISED THAT IMPORTANT THERMODYNAMIC AND PHYSICAL INTERACTION OF THE COMPONENTS GIVE OPTIMIZED PRODUCTION OF WATER, FOOD AND POWER.

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| COORDINATOR | A. RICHARD KASSANDER, JR., DIRECTOR,<br>INSTITUTE OF ATMOSPHERIC PHYSICS |

12/23/70

INST. PROJECT# 1136/701

COUNTRY # 222   SUBJECT # 601

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|---|---|
| U.S. INST | UNIVERSITY OF ARIZONA<br>TUCSON, ARIZONA |
| COUNTRY | BRAZIL |
| FOREIGN INST | UNIVERSIDADE FEDERAL DO CEARA |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | AGRICULTURE |
| DURATION | 1964-1972 |
| SOURCE OF FUNDS | U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT |

THE OBJECTIVE OF THE UNIVERSITY OF ARIZONA-UNIVERSITY OF CEARA CONTRACT IN FORTALEZA, CEARA, BRAZIL IS TO ASSIST IN THE STRENGTHENING OF THE BRAZILIAN COLLEGE OF AGRICULTURE AND TO PROVIDE TECHNICAL ASSISTANCE FOR AGRICULTURAL DEVELOPMENT IN THE NEIGHBORING STATE OF PRAUI. ARIZONA FACULTY MEMBERS ADVISE THEIR COLLEAGUES IN BRAZIL IN RESEARCH, TEACHING AND EXTENSION WORK OF THE SPECIALTY AREAS OF AGRICULTURE. IN THIS CAPACITY, AMERICAN ADVISORS GENERALLY SERVE FOR A PERIOD OF TWO YEARS. BY THE PLANNED TIME FOR PHASE-OUT OF THE PROGRAM IN 1972, MORE THAN HALF OF THE PRESENT 105 FACULTY MEMBERS OF THE ESCOLA DE AGRONOMIA WILL HAVE RECEIVED ADVANCED TRAINING TO THE M.S. LEVEL IN U.S. OR IN SOUTHERN BRAZIL UNIVERSITIES. ASSISTANCE IS ALSO PROVIDED IN THE PURCHASE OF EQUIPMENT AND SUPPLIES NECESSARY IN IMPROVING PHYSICAL FACILITIES FOR AGRICULTURE AT THE UNIVERSITY OF CEARA.

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| COORDINATOR | D.S. METCALFE, DIRECTOR OF RESIDENT INSTRUCTION, COLLEGE OF AGRICULTURE |

12/23/70

05 43/293

## SUMMER PROGRAM IN YUGOSLAVIA

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| ASSOCIATION | EXPERIMENT IN INTERNATIONAL LIVING, PUTNEY, VERMONT |
| COUNTRY | YUGOSLAVIA |
| TYPE PROGRAM | TRAVEL ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE |
| YEAR BEGAN | 1951 |
| SOURCE OF FUNDS | PARTICIPANTS' FEES |

THE SUMMER PROGRAM IN YUGOSLAVIA FEATURES A ONE-MONTH HOMESTAY AND A TWO-WEEK TRAVEL PERIOD. TWO YEARS' CURRENT STUDY OF SERBO-CROATION OR BASIC CONVERSATIONAL ABILITY ARE REQUIRED. PARTICIPANTS MAY ENROLL IN AN ELEMENTARY COURSE IN ORAL SERBO-CROATION GIVEN BY THE EXPERIMENT IN VERMONT. THE MINIMUM AGE FOR ENROLLMENT IN THE PROGRAM IS 16.

INST. PROJECT# 2398/204

COUNTRY # 384   SUBJECT # 003

## SUMMER INSTITUTE IN YUGOSLAVIA

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|---|---|
| ADMINISTRATOR | FLORIDA PRESBYTERIAN COLLEGE<br>ST. PETERSBURG, FLORIDA |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | UNIVERSITY OF BELGRADE,<br>UNIVERSITY OF ZAGREB |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1969 |
| SOURCE OF FUNDS | FLORIDA PRESBYTERIAN COLLEGE,<br>PARTICIPANTS' FEES |

THE SUMMER INSTITUTE ON THE CULTURE OF YUGOSLAVIA IS ONE OF SEVERAL SUMMER INSTITUTES WHICH FLORIDA PRESBYTERIAN COLLEGE AND A NUMBER OF COOPERATING COLLEGES SPONSOR. THE STUDENTS PARTICIPATE IN TWO COURSES. THE COMPREHENSIVE COURSE IS A GENERAL SURVEY OF THE CULTURE OF THE BALKAN AND DANUBIAN AREA WITH AN EMPHASIS ON YUGOSLAVIA. THE COURSE IS BASED ON EXTENSIVE READINGS AND LECTURES BY LEADING YUGOSLAV SCHOLARS. THE SEMINAR COURSE IS CONCERNED WITH THE PROCESS OF ECONOMIC DEVELOPMENT IN YUGOSLAVIA. THE TOPIC IS RELATED TO MOST OF THE DISCIPLINES IN THE SOCIAL SCIENCES AND HUMANITIES AND EACH STUDENT PICKS AN AREA OF STUDY RELEVANT TO HIS ACADEMIC AND PERSONAL INTERESTS.

MEMBER INSTITUTIONS
AUSTIN COLLEGE, COE COLLEGE, DAVIDSON COLLEGE, FLORIDA PRESBYTERIAN COLLEGE, FLORIDA STATE UNIVERSITY, MONMOUTH COLLEGE, ST. ANDREWS PRESBYTERIAN COLLEGE, STEPHENS COLLEGE, UNIVERSITY OF MIAMI, UNIVERSITY OF MISSOURI, UNIVERSITY OF THE PACIFIC, WESTMINSTER COLLEGE, WILLIAM WOODS COLLEGE

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| COORDINATOR | CLARK H. BOUWMAN, DIRECTOR<br>OFFICE OF INTERNATIONAL PROGRAMS |

INST. PROJECT# 2846/202

COUNTRY # 384   SUBJECT # 760

## RUSSIAN LANGUAGE SUMMER STUDY ABROAD

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| U.S. INST | UNIVERSITY OF ILLINOIS<br>URBANA, ILLINOIS |
| COUNTRY | YUGOSLAVIA, U.S.S.R. |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | RUSSIAN LANGUAGE |
| YEAR BEGAN | 1969 |

IN 1969, THE DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES INITIATED A PROGRAM OF INTENSIVE RUSSIAN INSTRUCTION IN ZAGREB, YUGOSLAVIA, AND IN THE U.S.S.R. AFTER FIVE WEEKS OF FORMAL INSTRUCTION IN ZAGREB, UNDER NATIVE SPEAKERS OF RUSSIAN, THE GROUP SPENDS THREE WEEKS IN THE U.S.S.R. A PREREQUISITE OF TWO YEARS OF RUSSIAN IS REQUIRED OF ALL APPLICANTS.

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| COORDINATOR | CLAYTON L. DAWSON, HEAD, DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES |

12/23/70

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INST. PROJECT# 2890/640

COUNTRY # 384   SUBJECT # 999

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|---|---|
| U.S. INST | INDIANA UNIVERSITY<br>BLOOMINGTON, INDIANA |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | LEAGUE OF YUGOSLAV UNIVERSITIES, UNIVERSITY OF ZAGREB, UNIVERSITY OF SARAJEVO |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | VARIES |
| DURATION | 1962-1968 |
| SOURCE OF FUNDS | INDIANA UNIVERSITY (SPECIAL PROJECT AND CENTRAL BUDGETS), BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS, FORD FOUNDATION, LEAGUE OF YUGOSLAV UNIVERSITIES |

THIS PROGRAM ASSISTS IN THE EXCHANGE OF SCHOLARS AND IDEAS BETWEEN THE TWO COUNTRIES BY 1) HOLDING SEMINARS ON ACADEMIC TOPICS IN YUGOSLAVIA AND IN THE UNITED STATES, 2) EXCHANGING FACULTY MEMBERS AND GRADUATE STUDENTS, AND 3) MAINTAINING THE YEAR-LONG LECTURE PROGRAMS BY AMERICAN PROFESSORS AT VARIOUS YUGOSLAV UNIVERSITIES. THE PRESENT PROFESSIONAL STAFF IS DRAWN FROM THE AREAS OF AMERICAN LITERATURE, LINGUISTICS, AND SOCIAL SCIENCES.

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| COORDINATOR | RONALD GOTTESMAN, CHAIRMAN,<br>ADVISORY COMMITTEE |

INST. PROJECT# 2890/707

COUNTRY # 384 SUBJECT # 350

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| U.S. INST | INDIANA UNIVERSITY<br>BLOOMINGTON, INDIANA |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | UNIVERSITY OF LJUBLJANA |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | BUSINESS ADMINISTRATION |
| DURATION | 165-1971 |
| SOURCE OF FUNDS | U.S. DEPARTMENT OF STATE, FORD FOUNDATION |

THE SCHOOL OF BUSINESS AT INDIANA UNIVERSITY IS ATTEMPTING TO ASSIST THE FACULTY OF ECONOMICS AT THE UNIVERSITY OF LJUBLJANA IN PLANNING A GRADUATE LEVEL DEGREE PROGRAM IN BUSINESS ADMINISTRATION COMPARABLE TO THE MASTER OF BUSINESS ADMINISTRATION. IN ADDITION, THEY ARE COOPERATING IN DEVELOPMENT PROGRAMS FOR PRACTICING BUSINESS EXECUTIVES.

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| COORDINATOR | EDGAR WILLIAMS, ASSOCIATE DEAN,<br>SCHOOL OF BUSINESS |

INST. PROJECT# 2970/841

COUNTRY # 384 SUBJECT # 440

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| U.S. INST | JOHNS HOPKINS UNIVERSITY<br>BALTIMORE, MARYLAND |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | ANDRIJA STAMPAS SCHOOL OF PUBLIC HEALTH |
| TYPE PROGRAM | RESEARCH |
| SUBJECT MATTER | MEDICINE |
| DURATION | 1969-1971 |
| SOURCE OF FUNDS | U.S. GOVERNMENT |

THE DEPARTMENT OF CHRONIC DISEASES AT JOHNS HOPKINS UNIVERSITY CONDUCTS AN EPIDEMIOLOGICAL STUDY OF CANCER OF THE CERVIX IN ORDER TO ASCERTAIN POSSIBLE FACTORS OF ETIOLOGICAL IMPORTANCE. THE PROJECT IS CONDUCTED AT THE ANDREJA STAMPAS SCHOOL OF PUBLIC HEALTH IN ZAGREB, YUGOSLAVIA, WHERE ONE JOHNS HOPKINS FACULTY MEMBER IS INVOLVED PART-TIME IN PLANNING DATA COLLECTION AND ANALYSIS AND FOUR FOREIGN FACULTY MEMBERS ARE INVOLVED IN THE ACTURAL COLLECTION OF DATA.

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| COORDINATOR | DR. ABRAHAM LILIENFELD, CHAIRMAN,<br>DEPARTMENT OF CHRONIC DISEAS |

12/23/70

INST. PROJECT# 2970/842

COUNTRY # 384   SUBJECT # 440

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|---|---|
| U.S. INST | JOHNS HOPKINS UNIVERSITY<br>BALTIMORE, MARYLAND |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | ANDRIJA STAMPAR SCHOOL OF PUBLIC HEALTH |
| TYPE PROGRAM | JOINT RESEARCH |
| SUBJECT MATTER | MEDICINE |
| YEAR BEGAN | 1960 |
| SOURCE OF FUNDS | JOHNS HOPKINS UNIVERSITY (CENTRAL BUDGET), ANDRIJA STAMPAR SCHOOL OF PUBLIC HEALTH, U.S. GOVERNMENT |

THE DEPARTMENT OF MENTAL HYGIENE OF JOHNS HOPKINS UNIVERSITY CURRENTLY CONDUCTS AN EPIDEMIOLOGICAL STUDY TTESTING THE HYPOTHESIS THAT PSYCHOSES (UNDER THE AGE OF 65) ARE MORE PREVALENT IN ISTRIA AND THE NORTHERN ADRIATIC LITTERAL THAN IN OTHER PARTS OF CROATIA. TWO JOHNS HOPKINS FACULTY MEMBERS AND ONE FOREIGN FACULTY MEMBER ARE INVOLVED PART-TIME IN THE U.S. IN PREPARATION OF REPORTS, PLANNING AND ANALYSIS. OVERSEAS, APPROXIMATELY TWO JOHNS HOPKINS FACULTY MEMBERS AND FIVE FOREIGN FACULTY MEMBERS ARE INVOLVED IN PLANNING, ANALYSIS OF DATA, FIELD WORK AND SUPERVISION OF FOREIGN MEDICAL STUDENTS WHO SERVE AS INTERVIEWERS.

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| COORDINATOR | DR. PAUL V. LEMKAU, PROFESSOR OF MENTAL HYGIENE |

12/23/70

INST. PROJECT# 4245/304

COUNTRY # 384   SUBJECT # 713

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|  | ZAGREB INSTITUTE |
| CONSORTIUM | OREGON STATE SYSTEM OF HIGHER EDUCATION (PORTLAND, OREGON) |
| ADMINISTRATOR | PORTLAND STATE COLLEGE<br>PORTLAND, OREGON |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST. | UNIVERSITY OF ZAGREB |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | EAST EUROPEAN STUDIES |
| YEAR BEGAN | 1967 |
| SOURCE OF FUNDS | PORTLAND STATE COLLEGE (SPECIAL PROJECT BUDGET), U.S. OFFICE OF EDUCATION |

PORTLAND STATE COLLEGE ADMINISTERS A PROGRAM AT THE UNIVERSITY OF ZAGREB FOR ALL MEMBER INSTITUTIONS OF THE OREGON STATE SYSTEM. THE ZAGREB INSTITUTE IS AN INTEGRAL ELEMENT OF THE PORTLAND STATE CENTRAL EUROPEAN STUDIES CENTER. IT OFFERS QUALIFIED UNDERGRADUATES, AS WELL AS A LIMITED NUMBER OF GRADUATE STUDENTS, THE OPPORTUNITY TO UNDERTAKE AN ACADEMIC YEAR OF CONCENTRATED STUDY OF THE LANGUAGE AND AREA PROBLEMS OF YUGOSLAVIA.

MEMBER INSTITUTIONS
EASTERN OREGON COLLEGE, OREGON COLLEGE OF EDUCATION, OREGON STATE UNIVERSITY, PORTLAND STATE COLLEGE, SOUTHERN OREGON COLLEGE, UNIVERSITY OF OREGON.

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| COORDINATOR | ERIC E. OULASHIN,<br>PORTLAND STATE COLLEGE |

INST. PROJECT # 5272/702

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| U.S. INST. | STANFORD UNIVERSITY<br>STANFORD, CALIFORNIA |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | CENTER FOR THE ADVANCEMENT OF MANAGEMENT SCIENCES |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | MANAGEMENT--GENERAL |
| DURATION | 1968 |
| SOURCE OF FUNDS | THE FORD FOUNDATION |

STANFORD UNIVERSITY RECEIVED A GRANT FROM THE FORD FOUNDATION TO ESTABLISH THE CENTER FOR THE ADVANCEMENT OF MANAGEMENT SCIENCES IN HERCEG-NOVI, YUGOSLAVIA. THE GRANT WILL COVER THE BASIC START-UP COSTS FOR THIS NEW PROGRAM. EVENTUALLY, YUGOSLAV PERSONNEL WILL TAKE OVER THE INSTRUCTION OF MANAGERS AND PROSPECTIVE TEACHERS, FOLLOWING A PATTERN ESTABLISHED BY THEIR STANFORD COUNTERPARTS.

COORDINATOR: JAMES HOWELL, ASSOCIATE DEAN

INST. PROJECT# 5820/660

COUNTRY # 384   SUBJECT # 005

## SEMINAR ON YUGOSLAV CULTURE

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| U.S. INST | WESTERN MICHIGAN UNIVERSITY<br>KALAMAZOO, MICHIGAN |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | EXCHANGE |
| TYPE PROGRAM | INSTITUTIONAL COOPERATION |
| SUBJECT MATTER | LANGUAGE AND CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1965 |
| SOURCE OF FUNDS | U.S. GOVERNMENT |

WESTERN MICHIGAN UNIVERSITY OFFERS A FOREIGN STUDY SEMINAR FOR UNDERGRADUATE AND GRADUATE STUDENTS AND BEGINNING TEACHERS DESIGNED TO GIVE A BALANCED VIEW OF A COUNTRY STRUGGLING WITH THE PROBLEMS OF INDUSTRIALIZATION AS WELL AS TRYING TO RESOLVE THE ISSUES STEMMING FROM ETHNIC AND CULTURAL DISPARITIES. THE SEMINAR INTRODUCES PARTICIPANTS TO THE SOCIAL AND POLITICAL SYSTEM, PHILOSOPHICAL AND RELIGIOUS BELIEFS, ART AND LITERATURE, PEOPLES, CUSTOMS AND TRADITIONS OF YUGOSLAVIA. SIX HOURS OF UNDERGRADUATE OR GRADUATE CREDIT IS OFFERED. IN ADDITION, THE PROGRAM BRINGS FIVE YUGOSLAV STUDENTS TO THE CAMPUS AT WESTERN MICHIGAN.

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| COORDINATOR | GEORGE KLEIN, DEPARTMENT OF POLITICAL SCIENCE |

12/23/70

INST. PROJECT# 6690/661

COUNTRY # 384  SUBJECT # 003

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| | YUGOSLAV SUMMER SEMINAR |
| CONSORTIUM | GREAT LAKES COLLEGES ASSOCIATION<br>INKSTER, MICHIGAN |
| ADMINISTRATOR | HOPE COLLEGE<br>HOLLAND, MICHIAGN |
| COUNTRY | YUGOSLAVIA |
| FOREIGN INST | UNIVERSITY OF LJUBLJANA |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | LANGUAGE & CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1965 |
| SOURCE OF FUNDS | U.S. DEPARTMENT OF STATE, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, GRANTS FROM MEMBER COLLEGES |

THE GREAT LAKES COLLEGES ASSOCIATION HOLDS A CO-OPERATIVE SEMINAR WITH THE UNIVERSITY OF LJUBLJANA AT A SCHOOL NEAR THE CITY OF LJUBLJANA. AS PART OF THE EXCHANGE, STUDENTS AND FACULTY FROM THIS UNIVERSITY VISIT G.L.C.A. CAMPUSES. THE SEMINAR IS AN HONORS PROGRAM, WITH EACH COLLEGE SENDING ONE OR TWO STUDENTS TO PARTICIPATE ALONG WITH THE YUGOSLAV STUDENTS. FACULTY IS DRAWN FROM THE G.L.C.A. AND THE UNIVERSITY OF LJUBLJANA. HOPE COLLEGE ADMINISTERS THE PROGRAM FOR THE G.L.C.A. EIGHTEEN STUDENTS PARTICIPATED IN THE PROGRAM IN YUGOSLAVIA AND EIGHT STUDENTS FROM YUGOSLAVIA CAME TO THE U.S.

MEMBER INSTITUTIONS
ALBION COLLEGE, ANTIOCH COLLEGE, DENISON UNIVERSITY, DEPAUW UNIVERSITY, EARLHAM COLLEGE, HOPE COLLEGE, KALAMAZOO COLLEGE, KENYON COLLEGE, OBERLIN COLLEGE, OHIO WESLEYAN UNIVERSITY, WABASH COLLEGE, THE COLLEGE OF WOOSTER.

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| COORDINATOR | PAUL FRIED (HOPE COLLEGE) |

0543/2

## SUMMER PROGRAM IN CHILE

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| ASSOCIATION | EXPERIMENT IN INTERNATIONAL LIVING<br>PUTNEY, VERMONT |
| COUNTRY | CHILE |
| TYPE PROGRAM | TRAVEL ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE |
| YEAR BEGAN | 1957 |
| SOURCE OF FUNDS | PARTICIPANTS' FEES |

THE SUMMER PROGRAM IN CHILE FEATURES A ONE-MONTH HOMESTAY AND A TWO-WEEK TRAVEL PERIOD. THERE IS NO FOREIGN LANGUAGE REQUIREMENT FOR PARTICIPATION IN THE ENGLISH-SPEAKING GROUPS. PARTICIPANTS WISHING TO USE SPANISH MAY ENROLL IN A COURSE IN ORAL SPANISH GIVEN BY THE EXPERIMENT IN VERMONT. MINIMUM AGE FOR ENROLLMENT IS 15.

INST. PROJECT# 1600/661

COUNTRY # 225   SUBJECT # 999

## UNIVERSITY OF CALIFORNIA-CHILE CONVENIO

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| CONSORTIUM | UNIVERSITY OF CALIFORNIA |
| ADMINISTRATOR | UNIVERSITY OF CALIFORNIA AT LOS ANGELES |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSITY OF CHILE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | SUBJECT VARIES |
| YEAR BEGAN | 1965 |
| SOURCE OF FUNDS | UNIVERSITY OF CALIFORNIA, LOS ANGELES (CENTRAL BUDGET), FORD FOUNDATION, UNIVERSITY OF CHILE |

THE CONVENIO OF THE UNIVERSITY OF CHILE AND THE UNIVERSITY OF CALIFORNIA IS A LONG-RANGE COOPERATIVE PROGRAM EMBRACING ALL THE DISCIPLINES IN THE TWO UNIVERSITIES. THE CONVENIO OPERATES THROUGH THE EXCHANGE OF FACULTY AND STUDENTS WITH THE OBJECTIVES OF ENHANCING GRADUATE STUDY AND ENRICHING TEACHING CAPABILITIES.

MEMBER INSTITUTIONS
UNIVERSITY OF CALIFORNIA AT BERKELEY, AT DAVIS, AT IRVINE, AT LOS ANGELES, AT RIVERSIDE, AT SAN DIEGO, AT SANTA BARBARA, AT SANTA CRUZ

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| COORDINATOR | E. V. SVENSON, COORDINATOR, OVERSEAS PROGRAMS, UNIV. OF CALIF., L. A. |

INST. PROJECT # 1602/703

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>BERKELEY, CALIFORNIA |
| COUNTRY | CHILE |
| FOREIGN INST | PONTIFICIA UNIVERSIDAD CATOLICA DE CHILE |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | ENGINEERING |
| DURATION | 1962-1969 |
| SOURCE OF FUNDS | FORD FOUNDATION , HUMBOLDT FOUNDATION, DOHERTY FOUNDATION, FUNDACION IRARRAZAVAL, INSTITUTO DE CULTURA HISPANICA PONTIFICIA UNIVERSIDAD CATOLICA DE CHILE, BRADEN COPPER COMPANY |

FROM 1962 TO 1969 THE UNIVERSITY OF CALIFORNIA AT BERKELEY CONDUCTED A PROGRAM OF ASSISTANCE TO THE SCHOOL OF ENGINEERING AT PONTIFICAL CATHOLIC UNIVERSITY OF CHILE. THE THREE OBJECTIVES INCLUDED ASSISTING THE CATHOLIC UNIVERSITY TO DEVELOP A FULL-TIME FACULTY IN ENGINEERING AND IN THE RELATED SCIENCES, HELPING RAISE THE QUALITY OF INSTRUCTION AND RESEARCH IN THE SCHOOL OF ENGINEERING AND ASSISTING IN THE ESTABLISHMENT OF MORE VIABLE COOPERATIVE RELATIONSHIPS BETWEEN THE SCHOOL OF ENGINEERING AND CHILEAN INDUSTRIES. TWO BERKELEY COORDINATORS, ONE ON THE BERKELEY CAMPUS, THE OTHER ON THE FOREIGN CAMPUS, AND ONE NATIVE COORDINATOR ON THE FOREIGN CAMPUS, TOGETHER MADE DECISIONS REGARDING CURRICULUM MATTERS, FACULTY ACADEMIC AND PROFESSIONAL DEVELOPMENT, REQUIREMENTS FOR VISITING PROFESSORS FROM ABROAD, SEMINARS, RESEARCH PROGRAMS, SHORT INTENSIVE COURSES, EQUIPMENT NEEDS AND SOURCES OF PROCUREMENT, AND AVENUES FOR OTHER SOURCES OF SUPPORT.

COORDINATOR: WALTER W. SOROKA

INST. PROJECT # 1602/705

## UNIVERSITY OF CHILE REGIONAL COLLEGE PROGRAM

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>BERKELEY, CALIFORNIA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSITY OF CHILE |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | EDUCATION--INSTITUTIONAL PLANNING AND DEVELOPMENT |
| DURATION | 1961-1970 |
| SOURCE OF FUNDS | FORD FOUNDATION |

THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY PROVIDES TRAINING, SUPERVISION, AND TECHNICAL ASSISTANCE FOR THE DEVELOPING SYSTEM OF TWO YEAR UNIVERSITY CENTER COLLEGES IN THE PROVINCES OF CHILE. TRAINING INCLUDES AN INSERVICE PROGRAM FOR TEACHERS IN CHILE AND PERIODS OF GRADUATE STUDY IN THIS COUNTRY FOR SELECTED TEACHERS AND ADMINISTRATORS. SPECIAL CONSULTANTS ARE MADE AVAILABLE TO CHILE TO ADVISE ON SPECIFIC EDUCATIONAL OR ADMINISTRATIVE PROBLEMS AND TO PROVIDE GENERAL CONSULTATIVE AND EVALUATION SERVICES. SINCE THE BEGINNING OF THE PROGRAM, THE CENTER HAS BEEN INSTRUMENTAL IN THE DEVELOPMENT OF EIGHT UNIVERSITY CENTERS IN CHILE.

COORDINATOR: LELAND L. MEDSKER,

INST. PROJECT # 1608/221

## CHILE SUMMER INSTITUTE FOR SOCIAL STUDIES TEACHERS

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>LOS ANGELES, CALIFORNIA |
| COUNTRY | CHILE, MEXICO, GUATEMALA, PANAMA, ECUDOR, PERU |
| FOREIGN INST | UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | PROFESSIONAL STUDY ABROAD |
| SUBJECT MATTER | LATIN AMERICAN STUDIES |
| DURATION | 1966 |
| SOURCE OF FUNDS | U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE |

THE PURPOSES OF THE CHILE SUMMER SEMINAR ARE TO PROVIDE FOR INDIVIDUAL PROFESSIONAL GROWTH AND TO AFFORD AN OPPORTUNITY FOR TEACHERS TO COLLECT BACKGROUND MATERIALS FOR THE DEVELOPMENT OF SCHOOL CURRICULA. THE PROGRAM BEGINS AT U.C.L.A. WITH A FIVE-DAY INTENSIVE LANGUAGE AND ORIENTATION PROGRAM. THE SECOND PHASE OF THE PROGRAM IS A STUDY TOUR IN MEXICO, GUATEMALA, PANAMA, ECUADOR, AND PERU. THE THIRD PHASE IS A FIVE-WEEK STAY IN CHILE, WHERE PARTICIPANTS TAKE AN INSTRUCTIONAL PROGRAM COVERING THE GOVERNMENT, GEOGRAPHY AND HISTORY OF CHILE. LITERATURE, THEATER, ART, AND MUSIC OF CHILE ARE CONSIDERED AS WELL. FACULTY INCLUDES LATIN AMERICAN EXPERTS FROM THE UNIVERSITY OF CHILE, U.C.L.A.. AND U.S. AND CHILEAN GOVERNMENT OFFICIALS.

COORDINATOR: E.V. SVENSON

INST. PROJECT # 1608/431

## ETHNOGRAPHIC FILM

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>LOS ANGELES, CALIFORNIA |
| COUNTRY | CHILE, IRELAND, UGANDA, MEXICO, VENEZUELA, THAILAND |
| FOREIGN INST | UNIVERSITY OF CHILE, MAKERERE UNIVERSITY (UGANDA) |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | ETHNOGRAPHY |
| YEAR BEGAN | 1966 |
| SOURCE OF FUNDS | UNIVERSITY OF CALIFORNIA (LOS ANGELES), FORD FOUNDATION, UNIVERSITY OF CHILE, MAKERERE UNIVERSITY |

THE DEPARTMENTS OF ANTHROPOLOGY AND THEATER ARTS COLLABORATE IN OFFERING A ONE-YEAR TRAINING PROGRAM IN ETHNOGRAPHIC FILM. PLANS ARE ALSO BEING MADE TO DEVELOP A SPECIAL MASTER OF FINE ARTS IN ETHNOGRAPHIC FILM.

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| COORDINATOR | COLIN YOUNG, CHAIRMAN, DEPARTMENT OF THEATER ARTS |

INST. PROJECT # 1608/660

## U.C.L.A.-UNIVERSITY OF CHILE LAW SCHOOL EXCHANGE

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>LOS ANGELES, CALIFORNIA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | COMPARATIVE LEGAL SYSTEMS |
| DURATION | 1966 |
| SOURCE OF FUNDS | U.S. BUREAU OF EDUCATIONAL AND<br>CULTURAL AFFAIRS |

THIS EXCHANGE PROGRAM PROVIDES A LIMITED NUMBER OF STUDENTS AND FACULTY REPRESENTATIVES FROM EACH OF THESE SCHOOLS WITH THE OPPORTUNITY TO ACQUAINT THEMSELVES WITH THE POLITICAL AND LEGAL STRUCTURE, AND CONTEMPORARY PROBLEMS OF THE OTHER SOCIETY. THE PROGRAM ATTEMPTS TO PROMOTE THE MUTUAL ENRICHMENT OF BOTH UNIVERSITIES.

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| COORDINATOR: | ELWIN V. SVENSON<br>OVERSEAS PROGRAMS |

(B-2) 7

INST. PROJECT # 1608/661

## UNIVERSITY OF CHILE-UNIVERSITY OF CALIFORNIA PROGRAM IN EARTHQUAKE ENGINEERING

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| U.S. INST | UNIVERSITY OF CALIFORNIA<br>LOS ANGELES, CALIFORNIA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | GEOPHYSICAL ENGINEERING |
| DURATION | 1966-1970 |
| SOURCE OF FUNDS | UNIVERSITY OF CALIFORNIA (LOS ANGELES), FORD FOUNDATION, NATIONAL SCIENCE FOUNDATION |

THE UNIVERSITY OF CHILE AND THE UNIVERSITY OF CALIFORNIA CONDUCTED A FOUR YEAR COOPERATIVE RESEARCH PROGRAM IN EARTHQUAKE ENGINEERING AND THE ASSOCIATED ENGINEERING AND EARTH SCIENCES. THE GENERAL OBJECTIVE WAS TO STRENGHTEN THESE FIELDS IN BOTH CHILE AND CALIFORNIA. THE MECHANISM OF THE PROGRAM WAS A SUBSTANTIAL EXCHANGE OF FACULTY AND GRADUATE STUDENTS BETWEEN THE TWO UNIVERSITIES, INVOLVING RESEARCH AND TEACHING AT BOTH UNIVERSITIES.

COORDINATOR: C. MARTIN DUKE, PROFESSOR OF ENGINEERING

INST. PROJECT # 1610/033

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| | LATIN AMERICAN RESEARCH PROGRAM |
| U.S. INST | UNIVERSITY OF CALIFORNIA<br>RIVERSIDE, CALIFORNIA |
| COUNTRY | MEXICO, CHILE, BRAZIL |
| FOREIGN INST | UNIVERSITY OF BAJA CALIFORNIA, UNIVERSITY OF CHILE, FEDERAL UNIVERSITY OF PERNAMBUCO |
| TYPE PROGRAM | TOPICAL |
| SUBJECT MATTER | LATIN AMERICAN STUDIES |
| YEAR BEGAN | 1964 |
| SOURCE OF FUNDS | UNIVERSITY OF CALIFORNIA AT RIVERSIDE |

THE LATIN AMERICAN RESEARCH PROGRAM COORDINATES COMPARATIVE RESEARCH IN THE SOCIAL SCIENCES, HUMANITIES AND THE LIFE, PHYSICAL, AND AGRICULTURAL SCIENCES. INVESTIGATION IS FOCUSED BROADLY ON CONTINUITY AND CHANGE IN LATIN AMERICA, WITH PARTICULAR EMPHASIS ON THE STUDY OF POLITICAL, ECONOMIC, SOCIAL, AND CULTURAL CHANGE AND DEVELOPMENT. THE PROGRAM BRINGS OUTSTANDING VISITING PROFESSORS AND LECTURERS TO THE CAMPUS TO PARTICIPATE IN THE RESEARCH PROGRAM, COURSES, SEMINARS, CONFERENCES AND LECTURES. THE PROGRAM CURRENTLY SPONSORS INTERDISCIPLINARY PROJECTS ORIENTED TOWARD RESEARCH AND TRAINING IN ANDEAN LATIN AMERICA, BAJA CALIFORNIA, AND NORTHEAST BRAZIL.

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| COORDINATOR: | RONALD H. CHILCOTE, CHAIRMAN,<br>LARP ADVISORY COMMITTEE |

INST. PROJECT# 2410/830

COUNTRY # 225   SUBJECT # 210

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|---|---|
| U.S. INST | UNIVERSITY OF FLORIDA<br>GAINESVILLE, FLORIDA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | JOINT RESEARCH PROJECT |
| SUBJECT MATTER | ASTRONOMY--GENERAL |
| DURATION | 1959-1972 |
| SOURCE OF FUNDS | NATIONAL SCIENCE FOUNDATION, NATIONAL AERONAUTICS AND SPACE ADMINISTRATION |

THIS IS A JOINT RESEARCH PROJECT BETWEEN THE UNIVERSIDAD DE CHILE AND THE UNIVERSITY OF FLORIDA. THE OBJECTIVE OF THEIR RESEARCH IS TO MONITOR, ANALYZE AND INTERPRET THE DECAMETRIC EMISSION OF JUPITER AND OTHER LOW-FREQUENCY RADIO ASTRONOMICAL PROBLEMS.

COORDINATOR    A. G. SMITH, DIRECTOR

(B-2) 10

INST. PROJECT# 2890/712

COUNTRY # 225   SUBJECT # 500

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|---|---|
| U.S. INST | INDIANA UNIVERSITY<br>BLOOMINGTON, INDIANA |
| COUNTRY | CHILE |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | EDUCATION |
| SOURCE OF FUNDS | U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT |

UNDER A GRANT TO THE INDIANA UNIVERSITY FOUNDATION, 15 U.S. ADVISORS WILL ASSIST IN A COMPREHENSIVE EDUCATIONAL REFORM PROGRAM BEGUN BY CHILE TO IMPROVE ALL AREAS OF PUBLIC EDUCATON, INCLUDING AN INCREASE IN SCHOOL ENROLLMENT, CURRICULUM MODERNIZATION, EXPANDED USE OF TEACHING MATERIALS, INTRODUCTION OF TESTING AND EVALUATION MATERIALS, AND INCREASED INSERVICE TEACHER TRAINING. THE SPECIALISTS WILL INCLUDE THREE RESIDENT ADVISORS WHO WILL WORK DIRECTLY WITH CHILEAN EDUCATION OFFICIALS, THREE SENIOR PROFESSIONALS, THREE SHORT-TERM SPECIALISTS, AND SIX GRADUATE RESEARCHERS. IN ADDITION, 15 CHILEAN EDUCATION OFFICIALS WILL PARTICIPATE IN STUDY PROGRAMS AND RESEARCH IN THE UNITED STATES.

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| COORDINATOR | HERMAN B WELLS, CHANCELLOR<br>INDIANA UNIVERSITY |

INST. PROJECT# 3628/708

COUNTRY # 225   SUBJECT # 104

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| U.S. INST | UNIVERSITY OF MINNESOTA<br>MINNEAPOLIS, MINNESOTA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CONCEPCION |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | DEVELOPMENT (INTERDISCIPLINARY) |
| DURATION | 1964-69 |
| SOURCE OF FUNDS | UNIVERSITY OF MINNESOTA (REGULAR DEPARTMENTAL BUDGET), FORD FOUNDATION |

THE UNIVERSITY OF MINNESOTA FACULTY MEMBERS WORKED FROM 1964-1969 HELPING CHILEANS AT THE UNIVERSITY OF CONCEPCION TO (1) REORGANIZE THE BASIC ACADEMIC PROGRAMS AT THE UNIVERSITY, (2) CENTRALIZE LIBRARY SERVICES, AND (3) REORGANIZE ADMINISTRATIVE SERVICES. THIS PROGRAM WAS MADE POSSIBLE THROUGH A GRANT FROM THE FORD FOUNDATION.

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| COORDINATOR | HARRY FOREMAN, ASSOCIATE DEAN, OFFICE OF INTERNATIONAL PROGRAMS |

INST. PROJECT# 3628/709

COUNTRY # 225   SUBJECT # 602

## UNIVERSITY OF MINNESOTA AGRICULTURE PROGRAM IN CHILE

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| U.S. INST | UNIVERSITY OF MINNESOTA<br>MINNEAPOLIS, MINNESOTA |
| COUNTRY | CHILE |
| FOREIGN INST | DEPARTMENT OF AGRICULTURE, CHILE |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | AGRICULTURAL DEVELOPMENT |
| DURATION | 1964-1969 |
| SOURCE OF FUNDS | FORD FOUNDATION |

THE UNIVERSITY OF MINNESOTA, THROUGH A FORD FOUNDATION GRANT, HAS ASSISTED THE GOVERNMENT OF CHILE TO CARRY OUT A PROJECT AIMED AT DEVELOPING A SYSTEM FOR TRANSMITTING TECHNICAL PRODUCTION INFORMATION FROM CHILEAN RESEARCH CENTERS TO AGRICULTURAL ADVISORS AND FARMERS. THE CHILEAN AGRICULTURE RESEARCH INSTITUTE PROVIDED STAFF AND FACILITIES TO ESTABLISH SUCH AN OPERATION. FORD FOUNDATION FUNDS ALSO PROVUDED FELLOWSHIPS FOR CHILEANS TO STUDY ABROAD AND ALSO WITHIN CHILE, PROVIDED STUDY TOURS ABROAD FOR CHILEANS AND SUPPORTED CHILEAN INSTITUTIONS WITH REGARD TO SUPPLIES AND LIBRARY MATERIALS FOR USE IN THE PROGRAM.

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| COORDINATOR | JOHN BLACKMORE, DIRECTOR, INTL AGRICULTURAL PROGRAMS, |

INST. PROJECT# 4160/802

COUNTRY # 225   SUBJECT # 140

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| U.S. INST | NOTRE DAME UNIVERSITY<br>NOTRE DAME, INDIANA |
| COUNTRY | CHILE, COLOMBIA |
| FOREIGN INST | UNIVERSIDAD CATHOLIC DE VALPARISO (CHILE), FUNDACION CARVAJAL (COLOMBIA) CHILE, FUNDACION CARVAJAL IN COLOMBIA |
| TYPE PROGRAM | RESEARCH |
| SUBJECT MATTER | ECONOMICS-GENERAL URBAN DEVELOPMENT AND PLANNING |
| DURATION | 1967-69 |
| SOURCE OF FUNDS | NOTRE DAME UNIVERSITY |

THE DEPARTMENTS OF ECONOMICS AND SOCIOLOGY CONDUCTED A RESEARCH PROJECT TO GATHER AND ANALYZE DATA ON THE ECONOMIC CHARACTERISTICS OF LOW-INCOME URBAN POPULATIONS IN LATIN AMERICA, BASED ON DATA GATHERED THROUGH SURVEY RESEARCH IN LOW-INCOME AREAS IN AND AROUND CALI, COLOMBIA AND VALPARAISO, CHILE. EMPHASIS WAS PLACED ON IDENTIFYING EMPIRICALLY THE DETERMINANTS OF MIGRATION PATTERNS, EDUCATIONAL ATTAINMENT, FAMILY INCOMES, JOB STATUS AND ECONOMIC ASPIRATIONS AND EXPECTATIONS. IN ADDITION, WHERE RELEVANT, THE ABOVE VARIABLES WERE RELATED TO DATA CONCERNING PUBLIC POLICY VARIABLES SUCH AS FAMILY PLANNING, SOCIAL SERVICES AND ALTERNATIVE FORMS OF BUSINESS ENTERPRISE.

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| COORDINATOR | ERNEST BARTELL, CHAIRMAN,<br>DEPARTMENT OF ECONOMICS |

12/23/70

INST. PROJECT# 4368/662

COUNTRY # 275 SUBJECT # 184

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| U.S. INST | THE PENNSYLVANIA STATE UNIVERSITY<br>UNIVERSITY PARK, PENNSYLVANIA |
| COUNTRY | CHILE, PERU |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | SOCIAL CHANGE AND DEVELOPMENT,<br>AGRONOMY-GENERAL |
| DURATION | 1967-1969 |
| SOURCE OF FUNDS | FORD FOUNDATION |

THE PURPOSE OF THIS PROJECT WAS TO EXAMINE THE RELATIONSHIPS BETWEEN SOCIAL CHANGE AND PLANNED GOVERNMENT ACTIVITY USING AGRARIAN REFORM AS THE POLICY ISSUE. TO ACCOMPLISH THIS, THE ADMINISTRATIVE AGENCIES CONCERNED WITH AGRARIAN REFORM FOR BOTH THE REPUBLICS OF CHILE (COMITE INTERDISCIPLINARIO DE DESARROLLO URBAN) AND PERU (CENTRO DE ESTUDIOS Y PROMOCION DEL DESARROLLO) WERE EXAMINED. FIELD INVESTIGATIONS WERE CONDUCTED BY BOTH FACULTY AND GRADUATE STUDENTS OF PENNSYLVANIA STATE UNIVERSITY, PERU AND CHILE.

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| COORDINATOR | ROBERT COWITE, DIRECTOR<br>INSTITUTE OF PUBLIC ADMINISTRATION |

12/23/70

INST. PROJECT# 4404/706

COUNTRY # 225   SUBJECT # 300

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| U.S. INST | UNIVERSITY OF PITTSBURGH<br>PITTSBURGH, PENNSYLVANIA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD TECNICA FEDERICO SANTA MARIA |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | ENGINEERING-GENERAL |
| DURATION | 1964-1968 |
| SOURCE OF FUNDS | U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT |

THIS A.I.D. CONTRACT RESPRESENTS THE SECOND HALF OF A TWO-PART PROGRAM DESIGNED TO DEVELOP DOCTORAL PROGRAMS IN ENGINEERING AT THE UNIVERSIDAD TECNICA FEDERICO SANTA MARIA. THE FIRST PART OF THE PROGRAM (1959-1966), ALSO SPONSORED BY AN A.I.D. CONTRACT, ESTABLISHED A DOCTORAL CURRICULUM AND INITIATED PROGRAM DEVELOPMENT IN CHEMICAL AND ELECTRICAL ENGINEERING, RESPECTIVELY. THE AIM OF THIS SECOND CONTRACT WAS TO COMPLETE THE PROGRAM DEVELOPMENT IN ELECTRICAL ENGINEERING AND TO INITIATE A A MECHANICAL ENGINEERING CURRICULUM. BOTH PROGRAMS CONSISTED OF SENDING UNIVERSITY OF PITTSBURGH FACULTY MEMBERS TO CHILE FOR EIGHTEEN MONTHS TO TWO-YEAR PERIODS TO PROVIDE TECHNICAL ASSISTANCE AND TO GIVE CHILEAN PROFESSORS THE OPPORTUNITY TO COME TO THE U.S. FOR ADVANCED STUDY. IN ADDITION TO THE MAIN OBJECTIVES THE PROGRAMS AIMED AT STRENGTHENING UNDERGRADUATE ENGINEERING PROGRAMS AND SUPPORTING DISCIPLINES, UPGRADING LIBRARY FACILITIES AND DEVELOPING A CONTINUOUS RESEARCH PROGRAM IN COOPERATION WITH CHILEAN INDUSTRY.

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| COORDINATOR | DEAN HOESCHLER<br>CAMPUS COORDINATOR |

12/23/70

INST. PROJECT # 5272/643

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| U.S. INST | STANFORD UNIVERSITY<br>STANFORD, CALIFORNIA |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | PEDIATRICS |
| DURATION | 1964 |
| SOURCE OF FUNDS | THE COMMONWEALTH FUND, PAN AMERICAN SANITARY BUREAU |

AN EXCHANGE PROGRAM BETWEEN THE DEPARTMENT OF PEDIATRICS AT STANFORD UNIVERSITY AND THE UNIVERSIDAD DE CHILE IN SANTIAGO, CHILE, PROVIDES FOR FACULTY EXCHANGES ON A THREE MONTH BASIS. THE ACTIVITIES OF THE PARTICIPANTS INCLUDE HELPING ON RESEARCH PROJECTS, PARTICIPATING IN THE EDUCATIONAL PROGRAMS, AND DOING RESEARCH.

COORDINATOR: NORMAN KRETCHMER, M.D.

INST. PROJECT# 5712/620

COUNTRY # 225   SUBJECT # 601

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| U.S. INST | WASHINGTON STATE UNIVERSITY<br>PULLMAN, WASHINGTON |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD DE CONCEPCION |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | VARIES, AGRICULTURE, POLITICAL SCIENCE |
| YEAR BEGAN | 1967 |
| SOURCE OF FUNDS | WASHINGTON STATE UNIVERSITY,<br>UNIVERSIDAD DE CONCEPCION |

THE STUDENT EXCHANGE PROGRAM CONDUCTED BY WASHINGTON STATE UNIVERSITY AND THE UNIVERSIDAD DE CHILE PROVIDES FOR THE EXCHANGE OF UP TO TOW STUDENTS FROM EACH INSTITUTION YEARLY. AMERICAN STUDENTS FROM ANY ACADEMIC FIELD FOR WHICH STUDY OF SPANISH AND CHILEAN CULTURE WOULD BE RELEVANT ARE ELIGIBLE. CHILEAN STUDENTS ARE GENERALLY ADVANCED UNDERGRADUATES OR GRADUATE STUDENTS IN THE FIELD OF AGRICULTURE OR THE SOCIAL SCIENCES (POLITICAL SCIENCE). PARTICIPANTS ARE AWARDED GRANTS COVERING THE COSTS OF ROOM, BOARD, AND TUITION.

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| COORDINATOR | MARILYN MORGAN, ASSISTANT DIRECTOR, OFFICE OF INTERNATIONAL PROGRAMS |

12/23/70

INST. PROJECT # 5716/430

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| U.S. INST | UNIVERSITY OF WASHINGTON<br>SEATTLE, WASHINGTON |
| COUNTRY | CHILE, KOREA |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | FORESTRY |
| DURATION | 1966-1968 |
| SOURCE OF FUNDS | PEACE CORPS |

FROM 1966 TO 1968, THE COLLEGE OF FOREST RESOURCES CONDUCTED A SUMMER TRAINING PROGRAM FOR PEACE CORPS VOLUNTEERS IN FORESTRY. BOTH FACULTY AND STAFF OF THE COLLEGE PARTICIPATED IN THE TRAINING PROGRAM.

COORDINATOR: DAVID THOMAS, DIRECTOR, INSTITUTE OF FOREST PRODUCTS

INST. PROJECT # 5716/662

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| U.S. INST | UNIVERSITY OF WASHINGTON<br>SEATTLE, WASHINGTON |
| COUNTRY | CHILE |
| FOREIGN INST | MINISTRY OF AGRICULTURE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | FORESTRY |
| DURATION | 1968-1971 |
| SOURCE OF FUNDS | UNIVERSITY OF WASHINGTON, PEACE CORPS, CHILEAN MINISTRY OF AGRICULTURE |

FACULTY MEMBERS FROM THE COLLEGE OF FOREST RESOURCES ARE INVOLVED IN A PEACE CORPS SUPPORT PROGRAM IN CHILE. SIX FACULTY MEMBERS HAVE CONDUCTED, OR WILL CONDUCT, RESEARCH IN CHILE, INVESTIGATING SUCH TOPICS AS FOREST FIRE PROTECTION, OUTDOOR RECREATION, AND REFORESTATION. THE FACULTY PROVIDES COUNSELING AND KNOWLEDGEABLE ASSISTANCE FOR THE CHILEAN DEPARTMENT OF FORESTRY. THIS SUPPORT PROGRAM WAS FORMED AS AN ADJUNCT TO THE ESTABLISHED PEACE CORPS TRAINING PROGRAM AND PROVIDES FURTHER IN-FIELD EDUCATION PROGRAMS FOR VOLUNTEERS AND CHILEAN FORESTERS. THE COLLEGE IS ALSO CURRENTLY ESTABLISHING A TRAINING PROGRAM TO ALLOW VOLUNTEERS AND FORESTERS IN CHILE TO RECEIVE CREDIT TOWARD ADVANCED DEGREES BY WORKING WITH FACULTY ADVISERS ON FIELD PROJECTS.

COORDINATOR: DAVID THOMAS, DIRECTOR

INST. PROJECT # 5716/701

## VALPARAISO STUDY

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| U.S. INST | UNIVERSITY OF WASHINGTON<br>SEATTLE, WASHINGTON |
| COUNTRY | CHILE |
| FOREIGN INST | UNIVERSIDAD CATOLICA DE VALPARAISO |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | FISHERIES-SALT WATER |
| DURATION | 1968 |
| SOURCE OF FUNDS | ROCKEFELLER FOUNDATION |

THE VALPARAISO STUDY IS AIMED AT UPGRADING THE PROGRAM IN FISHERIES AND FOOD SCIENCE AT THE ESCUELA DE PESCA, UNIVERSIDAD CATOLICA DE VALPARAISO, BY MEANS OF COOPERATIVE TRAINING BETWEEN THIS INSTITUTION AND THE COLLEGE OF FISHERIES AT THE UNIVERSITY OF WASHINGTON. THE PROGRAM SUPPORTS TEACHING BY COLLEGE OF FISHERIES PROFESSORS AT VALPARAISO, CHILE, AS WELL AS THE TRAINING OF VALPARAISO STAFF MEMBERS AT THE UNIVERSITY OF WASHINGTON. THE OVERALL OBJECTIVE IS THE UTILIZATION OF THE OCEANIC REGIONS OFF THE COAST OF CHILE, WHICH ARE RICH IN MANY FISH FOODS, AS A PARTIAL SOLUTION TO THE PROBLEM OF PROTEIN SHORTAGE IN CHILE.

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| COORDINATOR | RICHARD VAN CLEVE, DEAN, COLLEGE OF FISHERIES |

INST. PROJECT# 6001/022

COUNTRY # 219  SUBJECT # 147

LAND TENURE CENTER

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| U.S. INST | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | BOLIVIA, COLUMBIA, CHILE, VENEZUELA, COSTA RICA, HONDURAS, GUATEMALA NICARAGUA, BRAZIL |
| TYPE PROGRAM | TOPICAL |
| SUBJECT MATTER | DEVELOPMENT ECONOMICS |
| DURATION | 1962 - 1974 |
| SOURCE OF FUNDS | U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT |

THE LAND TENURE CENTER IS AN ACADEMIC INSTITUTION OF RESEARCH AND TRAINING IN THE AREA OF ECONOMIC DEVELOPMENT OPERATING ON THE WISCONSIN CAMPUS AND IN SEVERAL LATIN AMERICAN COUNTRIES. ITS RESEARCH STUDIES FOCUS UPON THE ECONOMIC. SOCIAL. POLITICAL, LEGAL AND ADMINISTRATIVE ASPECTS OF LAND TENURE PATTERNS AND AGARIAN STRUCTURE, AND THEIR RELATIONSHIPS TO AGRICULTURAL PRODUCTIVITY AND RURAL DEVELOPMENT. IN THESE EFFORTS, BOTH WISCONSIN AND LATIN AMERICAN UNIVERSITY STAFFS AND STUDENTS ARE INVOLVED. IN ADDITION, LTC COOPERATES WITH THE PERSONNEL OF LATIN AMERICAN GOVERNMENT INSTITUTIONS AND WITH U.S. DEVELOPMENT AGENCIES IN LATIN AMERICAN COUNTRIES AND IN THE UNITED STATES. THROUGH THE LTC PROGRAM, A BODY OF USEFUL KNOWLEDGE FOR POLICY MAKERS HAS BEEN BUILT UP, TRAINED MAN POWER HAS BEEN SUBSTANTIALLY EXPANDED, AND LTC'S ABILITY TO PROVIDE EXTENSION AND ADVISORY STAFF SERVICES HAS GROWN. THE CENTER SEEKS TO MAKE ITS RESEARCH RESULTS WIDELY AVAILABLE IN THE UNITED STATES AND ABROAD THROUGH PUBLICATIONS, FILMS AND EXHIBITS.

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| COORDINATOR | PETER DORNER, PROFESSOR, DIRECTOR |

INST. PROJECT# 6001/045

COUNTRY # 225   SUBJECT # 430

## LATIN AMERICAN LAW PROGRAM

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| U.S. INST | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | CHILE, COLOMBIA, COSTA RICA, PERU, VENEZUELA |
| TYPE PROGRAM | TOPICAL |
| SUBJECT MATTER | LAW-GENERAL |
| YEAR BEGAN | 1966 |
| SOURCE OF FONDS | UNIVERSITY OF WISCONSIN, U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT, FORD FOUNDATION, INTERNATIONAL LEGAL CENTER PONTIFICIA UNIVERSIDAD CATHOLICA DEL PERU, ORGANIZATION OF AMERICAN STATES |

AS PART OF THE IBERO-AMERICAN STUDIES CENTER AT THE UNIVERSITY OF WISCONSIN, COURSE IN LATIN AMRICAN LAW AND A SEMINAR ON THE LEGAL PROBLEMS OF ECONOMIC AND SOCIAL DEVELOPMENT IN LATIN AMERICAN ARE OFFERED BY THE LAW SCHOOL. QUALIFIED LAW GRADUATES FROM THE U.S. HAVE AN OPPORTUNITY TO PURSUE ADVANCED DEGREES CENTERING ON RESEARCH IN THE LEGAL PROBLEMS OF LATIN AMERICA. FIELD RESEARCH IS STRESSED. QUALIFIED LAW GRADUATES FROM LATIN AMERICAN COUNTRIES ARE ENROLLED IN SPECIAL GRADUATE PROGRAMS DESIGNED TO HELP THE CANDIDATES INTEGRATE THEIR LEGAL TRAINING WITH OTHER DISCIPLINES, ESPECIALLY RELATED SOCIAL SCIENCES. THE LATIN AMERICAN CANDIDATES FOR GRADUATE DEGREES ARE SELECTED WITH THE VIEW TO THEIR POTENTIAL AS FUTURE LAW TEACHERS. THE S.J.D., LL.D., PH.D. AND M.L.I. DEGREES ARE OFFERED.

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| COORDINATOR | ZIGURDS L. ZILE,<br>PROFESSOR OF LAW |

INST. PROJECT # 6001/643

COUNTRY # 225  SUBJECT # 446

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| CONSORTIUM | WISCONSIN-ROCHESTER COOPERATIVE PROGRAM WITH UNIV OF CHILE |
| ADMINISTRATOR | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | CHILE |
| FOREIGN INST | INSTITUTO DE FISIOLOGIA, FACULTAD DE MEDICINA, UNIVERSIDAD DE CHILE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | NEUROLOGY |
| YEAR BEGAN | 1962 |
| SOURCE OF FUNDS | UNIVERSITY OF WISCONSIN (REGULAR DEPARTMENTAL BUDGET), UNIVERSITY OF ROCHESTER (REGULAR DEPARTMENTAL BUDGET), UNIVERSITY OF CHILE (REGULAR DEPARTMENTAL BUDGET), NATIONAL INSTITUTES OF HEALTH |

THE PROGRAM FOR COLLABORATIVE STUDIES IN NEUROPHYSIOLOGY INVOLVES THE UNIVERSITY OF CHILE, THE UNIVERSITY OF ROCHESTER AND THE UNIVERSITY OF WISCONSIN. THIS COOPERATIVE ARRANGEMENT HAS THREE OBJECTIVES--TO FOSTER NEUROPHYSIOLOGICAL RESEARCH THROUGH THE EXCHANGE OF STAFF PERSONNEL AND PRE- AND POST- DOCTORAL FELLOWS, TO TAKE ADVANTAGE OF UNUSUAL ANIMALS AVAILABLE IN CHILE FOR RESEARCH PURPOSES, AND TO INTRODUCE COMPUTING METHODS IN NEUROPHYSIOLOGY AT THE UNIVERSITY OF CHILE.

MEMBER INSTITUTIONS
UNIVERSITY OF ROCHESTER, UNIVERSITY OF WISCONSIN

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| COORDINATOR | DR. CLINTON N. WOOLSEY, COORDINATOR |

INST. PROJECT# 6001/844

COUNTRY # 225 SUBJECT # 320

# EFFICIENCY ASPECTS OF THE SMALL AND MEDIUM MINING ENTERPRISES IN CHILE, BOLIVIA AND PERU

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| U.S. INST | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | CHILE, BOLIVIA, PERU |
| FOREIGN INST | UNIVERSITY OF CHILE, GOVERNMENT OF CHILE, GOVERNMENT OF BOLIVA, GOVERNMENT OF PERU, CHILEAN BUSINESS, BOLIVIAN BUSINESS, PERUVIAN BUSINESS |
| TYPE PROGRAM | RESEARCH |
| SUBJECT MATTER | MINING ENGINEERING-GENERAL,<br>INTERDISCIPLINARY DEVELOPMENT |
| YEAR BEGAN | 1966 |
| SOURCE OF FUNDS | FORD FOUNDATION |

THE DEPARTMENT OF METALS AND METALS ENGINEERING, IN ASSOCIATION WITH THE ENGINEERING AREA STUDIES AT THE UNIVERSITY OF WISCONSIN, CONDUCTS A PROGRAM CONCERNED WITH MINING OPERATIONS IN CHILE, BOLIVIA AND PERU. IT SETS OUT TO EXAMINE, THROUGH INTERDISCIPLINARY STUDIES,. THE ENGINEERING, POLITICAL, LEGAL, ECONOMIC AND SOCIOLOGICAL ASPECTS OF SMALL AND MEDIUM MINING OPERATIONS INVOLVING LAND, MINERAL AND WATER RIGHTS.

COORDINATOR L. DONOVAN CLARK, PROFESSOR

INST. PROJECT# 6556/830

COUNTRY # 225   SUBJECT # 210

## ASSOCIATION OF UNIVERSITIES FOR RESEARCH IN ASTRONOMY

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|---|---|
| COUNTRY | CHILE |
| FOREIGN INST | CERRO TOLOLO--INTER-AMERICAN OBSERVATORY, LA SERENA, CHILE |
| TYPE PROGRAM | RESEARCH |
| SUBJECT MATTER | ASTRONOMY |
| YEAR BEGAN | 1957 |
| SOURCE OF FUNDS | NATIONAL SCIENCE FOUNDATION, FORD FOUNDATION |

THE ASSOCIATION OF UNIVERSITIES FOR RESEARCH IN ASTRONOMY IS A NONPROFIT CORPORATION OPERATING UNDER CONTRACT WITH THE NATIONAL SCIENCE FOUNDATION. AN ASTRONOMER AND A BUSINESS REPRESENTATIVE FROM EACH MEMBER UNIVERSITY IS ON THE BOARD OF DIRECTORS. RESEARCH PROGRAMS AT THE KITT PEAK NATIONAL OBSERVATORY, TUCSON, ARIZONA, AND AT THE CERRO TOLOLO INTER-AMERICAN OBSERVATORY IN LA SERNA, CHILE ARE ADMINISTERED AND OPERATED BY THE ASSOCIATION. RESIDENT STAFF CONDUCT THEIR OWN PROGRAMS. THERE IS AN A.U.R.A. POLICY BY WHICH 60% OF THE OBSERVING TIME GOES TO A.U.R.A. AND A NUMBER OF ADVANCED GRADUATE STUDENTS AND VISITING ASTRONOMERS ARE INCLUDED THROUGH THIS ARRANGEMENT. ACTIVITIES ARE REPORTED ANNUALLY IN THE ASTRONOMICAL JOURNAL.

MEMBER INSTITUTIONS
UNIVERSITY OF CALIFORNIA, UNIVERSITY OF CHICAGO, HARVARD UNIVERSITY, INDIANA UNIVERSITY, UNIVERSITY OF MICHIGAN, OHIO STATE UNIVERSITY, UNIVERSITY OF WISCONSIN, YALE UNIVERSITY, PRINCETON UNIVERSITY, UNIVERSITY OF TEXAS

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| COORDINATOR | N. U. MAYALL, DIRECTOR, KITT PEAK OBSERVATORY, TUCSON, ARIZONA |

INST. PROJECT # 2846/711

COUNTRY # 572 SUBJECT # 511

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| U.S. INST | UNIVERSITY OF ILLINOIS<br>URBANA, ILLINOIS |
| COUNTRY | SIERRA LEONE |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| FOREIGN INST | NAJALA UNIVERSITY COLLEGE |
| SUBJECT MATTER | INSTITUTIONAL PLANNING AND DEVELOPMENT, AGRICULTURE-GENERAL, TEACHER TRAINING |
| YEAR BEGAN | 1963 |
| SOURCE OF FUNDS | U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT |

THE UNIVERSITY OF ILLINOIS, UNDER CONTRACT WITH THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT, HAS BEEN ASSISTING NAJALA UNIVERSITY COLLEGE (NUC) IN FREETOWN, SIERRA LEONE, IN THE DEVELOPMENT OF INSTRUCTION, RESEARCH AND EXTENSION WORK IN THE FIELDS OF AGRICULTURE AND TEACHER TRAINING. DEGREES AND CERTIFICATES ARE OFFERED IN AGRICULTURE, TEACHER EDUCATION AND HOME ECONOMICS. IN 1967, NUC BECAME A CONSTITUENT COLLEGE OF THE UNIVERSITY OF SIERRA LEONE. NUC HAS PROVEN AN IMPORTANT FORCE IN THE AGRICULTURAL AND EDUCATIONAL DEVELOPMENT IN SIERRA LEONE AND IS NOW ATTEMPTING TO DEVELOP INTEGRATED AGRICULTURAL AND EDUCATIONAL PROGRAMS THAT MIGHT SERVE AS MODELS FOR OTHER DEVELOPING COUNTRIES IN WEST AFRICA.

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| COORDINATOR | THOMAS A. MC COWEN, DIRECTOR, OVERSEAS PROJECTS OFFICE |

12/23/70

INST. PROJECT# 2990/310

COUNTRY # 572   SUBJECT # 003

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| U.S. INST | KALAMAZOO COLLEGE<br>KALAMAZOO, MICHIGAN |
| COUNTRY | SIERRA LEONE |
| FOREIGN INST | UNIVERSITY OF SIERRA LEONE |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE AND CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1962 |
| SOURCE OF FUNDS | KALAMAZOO COLLEGE ( SPECIAL PROJECT BUDGET), PARTICIPANTS' FEES |

KALAMAZOO COLLEGE OFFERS TO JUNIORS, DURING THEIR FALL AND WINTER TERMS, A PROGRAM OF STUDY AT FOURAH BAY COLLEGE (UNIVERSITY OF SIERRA LEONE), IN FREETOWN, SIERRA LEONE. STUDENTS ARE ENROLLED INDIVIDUALLY AS REGULAR STUDENTS. THEY LIVE IN THE COLLEGE DORMITORIES AND ARE PERMITTED TO TAKE REGUALR COLLEGE COURSES, ALL OF WHICH ARE CONDUCTED IN ENGLISH. COURSES ARE ABOUT COMPARABLE TO WHAT ONE WOULD FIND IN AN ENGLISH UNIVERSITY.

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| COORDINATOR | DR. RICHARD T. STAVIG, DEAN OF OFF-CAMPUS EDUCATION |

INST. PROJECT# 5984/301

COUNTRY # 572   SUBJECT # 003

STUDY ABROAD PROGRAM IN AFRICA

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| U.S. INST | WISCONSIN STATE UNIVERSITY<br>OSHKOSH, WISCONSIN |
| COUNTRY | GHANA , **SIERRA LEONE** |
| FOREIGN INST | UNIVERSITY OF GHANA , **UNIVERSITY OF SIERRA LEONE** |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE AND CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1968 |
| SOURCE OF FUNDS | WISCONSIN STATE UNIVERSITY-OSHKOSH<br>(CENTRAL BUDGET), PARTICIPANTS' FEES |

THE WISCONISN STATE UNIVERSITY-OSHKOSH OFFERS A JUNIOR YEAR ABROAD PROGRAM IN AFRICA AT THE UNIVERSITIES OF GHANA AND SIERRA LEONE. THIS PROGRAM OFFERS STUDENTS AN OPPORTUNITY TO STUDY IN A CULTURE CONSIDERABLY DIFFERENT FROM THEIR OWN WITHOUT THE PREREQUISITE OF LEARNING A NEW LANGUAGE. STUDENTS IN A BROAD RANGE OF MAJORS PARTICIPATE. EACH SELECTS HIS OWN PROGRAM OF STUDY AND IS ASSISTED BY THE WISCONSIN STATE UNIVERSITY-OSHKOSH FACULTY MEMBER WHO ACCOMPANIES THE GROUP AND HAS VISITING FACULTY STATUS AT THE UNIVERSITY OF GHANA.

COORDINATOR   DR. M. W. WENNER, CHAIRMAN

INST. PROJECT# 6660/306

COUNTRY # 572   SUBJECT # 003

## JUNIOR YEAR ABROAD IN SIERRA LEONE

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| CONSORTIUM | COUNCIL OF MENNONITE COLLEGES |
| COUNTRY | SIERRA LEONE |
| FOREIGN INST | UNIVERSITY OF SIERRA LEONE |
| TYPE PROGRAM | STUDY ABROAD |
| SUBJECT MATTER | LANGUAGE & CULTURE, LIBERAL ARTS |
| YEAR BEGAN | 1966 |
| SOURCE OF FUNDS | PARTICIPANTS' FEES |

THE COUNCIL OF MENNONITE COLLEGES OFFERS A JUNIOR YEAR ABROAD PROGRAM IN SIERRA LEONE IN WHICH STUDENTS ARE ENROLLED AT FOURAH BAY COLLEGE, A PART OF THE UNIVERSITY OF SIERRA LEONE IN FREETOWN. STUDENTS LIVE IN UNIVERSITY DORMITORIES. A PROFESSOR FROM A MENNONITE OR BRETHREN COLLEGE MONITORS EACH COURSE AND EXAMINES THE STUDENT ON HIS RETURN HOME.

MEMBER INSTITUTIONS
BETHEL COLLEGE, BLUFFTON COLLEGE, CANADIAN MENNONITE COLLEGE, CONRAD GREBEL COLLEGE, EASTERN MENNONITE COLLEGE, GOSHEN COLLEGE, HESSTON COLLEGE, MESSIAH COLLEGE, PACIFIC COLLEGE, TABOR COLLEGE

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| COORDINATOR | BRUCE HARDER, SECRETARY FOR INTL EDUCATION SERVICES (BLUFFTON COLLEGE) |

INST. PROJECT# 1582/433

COUNTRY # 740 SUBJECT # 584

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| U.S. INST | CALIFORNIA STATE COLLEGE, LOS ANGELES<br>LOS ANGELES, CALIFORNIA |
| COUNTRY | MALAYSIA |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | INDUSTRIAL ARTS |
| YEAR BEGAN. | 1967 |
| SOURCE OF FUNDS | PEACE CORPS |

IN 1967 CALIFORNIA STATE COLLEGE AT LOS ANGELES WAS AWARDED A CONTRACT TO TRAIN POTENTIAL PEACE CORPS VOLUNTEERS FOR OVERSEAS SERVICE IN MALAYSIA. EACH PEACE CORPS PROGRAM HAS THREE MAJOR COMPONENTS--LANGUAGE, CROSS CULTURAL CONTENT AND TECHNICAL SKILLS. THIS PROGRAM CONCENTRATES SPECIFICALLY ON TRAINING IN INDUSTRIAL ARTS.

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| COORDINATOR | JOHN A. MORTON, DEAN OF INSTRUCTIONAL SERVICES |

INST. PROJECT # 1614/660

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| U.S. INST | UNIVERSITY OF CALIFORNIA SAN FRANCISCO MEDICAL CENTER<br>SAN FRANCISCO, CALIFORNIA |
| COUNTRY | FEDERATION OF MALAYSIA, SINGAPORE |
| FOREIGN INST | UNIVERSITY OF MALAYA, INSTITUTE FOR MEDICAL RESEARCH, UNIVERSITY OF SINGAPORE |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | HEALTH SCIENCES-GENERAL |
| YEAR BEGAN | 1960 |
| SOURCE OF FUNDS | ROCKEFELLER FOUNDATION, NATIONAL SCIENCE FOUNDATION, U.S. DEPARTMENT OF THE ARMY, U.S. NATIONAL INSTITUTES OF HEALTH, U.S. PUBLIC HEALTH SERVICE, AND WELFARE |

THE UNIVERSITY OF CALIFORNIA SAN FRANCISCO MEDICAL CENTER ADMINISTERS AND MAINTAINS INTERNATIONAL CENTERS FOR MEDICAL RESEARCH AND TRAINING IN KUALA LUMPUR, MALAYSIA AND IN SINGAPORE. THESE CENTERS LINK THE INSTITUTIONS BOTH IN THE U.S. AND ABROAD AND PERMIT BOTH SENIOR U.S. SCIENTISTS AND THEIR JUNIOR COLLEAGUES TO STUDY PROBLEMS..THAT ARE PECULIAR TO THE DEVELOPING COUNTRIES. U.S. MEDICAL SCIENTISTS ARE BROUGHT INTO DIRECT CONTACT WITH THESE PROBLEMS, AND IN TURN, A RESEARCH MODEL IS ESTABLISHED FOR LOCAL MEDICAL SCIENTISTS. THUS, A POSITIVE CONTRIBUTION IS MADE TOWARD THE SOLUTION OF LOCAL MEDICAL PROBLEMS.

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| COORDINATOR | J. RALPH AUDY, DIRECTOR, HOOPER FOUNDATION |

INST. PROJECT # 2678/707

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| U.S. INST | HARVARD UNIVERSITY<br>CAMBRIDGE, MASSACHUSETTS |
| COUNTRY | MALAYSIA |
| FOREIGN INST | ECONOMIC PLANNING UNIT, DEVELOPMENT ADMINISTRATION UNIT |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | DEVELOPMENT ECONOMICS |
| DURATION | 1966-1969 |
| SOURCE OF FUNDS | FORD FOUNDATION |

UNDER THE SUPERVISION OF THE DEVELOPMENT ADVISORY SERVICE, RESIDENT ADVISORS AND CONSULTANTS FROM HARVARD UNIVERSITY ARE PROVIDED TO THE MALAYSIAN ECONOMIC PLANNING UNIT AND THE DEVELOPMENT ADMINISTRATION UNIT TO ASSIST IN THE DEVELOPMENT OF THE COUNTRY'S ECONOMIC POLICIES. THE PROGRAM ALSO PROVIDES FOR MALAYSIAN STAFF MEMBERS FROM THE COOPERATING UNITS TO RECEIVE ADVANCED TRAINING AT HARVARD UNIVERSITY.

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| COORDINATOR | GUSTAV F. PAPANEK, DIRECTOR<br>DEVELOPMENT ADVISORY SERVICE |

INST. PROJECT# 270A/430

COUNTRY # 740   SUBJECT # 500

PEACE CORPS TRAINING
MALAYSIA

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| U.S. INST | UNIVERSITY OF HAWAII<br>HONOLULU, HAWAII |
| COUNTRY | MALAYSIA |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | EDUCATION, AGRICULTURE, PUBLIC HEALTH |
| YEAR BEGAN | 1962 |
| SOURCE OF FUNDS | PEACE CORPS |

FOR THE PAST SEVERAL YEARS, THE UNIVERSITY OF HAWAII HAS PREPARED PEACE CORPS VOLUNTEERS FOR MALAYSIA. TRAINING GENERALLY CONSISTS OF TWELVE WEEKS WHICH INCLUDE INTENSIVE LANGUAGE PREPARATION, CROSS-CULTURAL STUDIES AND TECHNICAL STUDIES IN THE AREAS OF EDUCATION, AGRICULTURE AND HEALTH SCIENCES.

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| COORDINATOR | PHILLIP D. OLSEN, DIRECTOR, OFFICE OF PEACE CORPS TRAINING |

12/23/70

INST. PROJECT # 4196/452

COUNTRY # 950 SUBJECT # 502

## EDUCATION LEADERSHIP PROGRAM

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| U.S. INST | OHIO UNIVERSITY<br>ATHENS, OHIO |
| COUNTRY | VIET NAM, MALAYSIA, WORLDWIDE |
| FOREIGN INST | UNIVERSITY OF CAN THO, UNIVERSITY OF HUE, UNIVERSITY OF SAIGON, MARA INSTITUTE OF TECHNOLOGY |
| TYPE PROGRAM | TRAINING |
| SUBJECT MATTER | EDUCATION DEVELOPMENT-GENERAL |
| YEAR BEGAN | 1966 |
| SOURCE OF FUNDS | OHIO UNIVERSITY, U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT, U.S. OFFICE OF EDUCATION, ASIA FOUNDATION, FOREIGN INSTITUTION, FOREIGN GOVERNMENTS |

THE EDUCATION LEADERSHIP PROGRAM PROVIDES FOREIGN EDUCATORS AN OPPORTUNITY TO EXAMINE CRITICAL ISSUES IN EDUCATION, COMPARE WORLDWIDE EDUCATIONAL PRACTICES, AND TO HAVE INTERNSHIP EXPERIENCES IN APPROPRIATE EDUCATIONAL FUNCTIONS. THE PROGRAM AFFORDS THE ENROLLEES AN OPPORTUNITY TO MEET REGULARLY IN SEMINARS WITH UNIVERSITY OFFICIALS AND TO GAIN A BETTER UNDERSTANDING OF THE DIVERSE ROLES OF INDIVIDUALS IN INSTITUTIONAL DEVELOPMENT AND MANAGEMENT. INDIVIDUAL STUDY AND INTERNSHIP ARE INTEGRAL PHASES OF THE PROGRAM. THE PROGRAM IS OPEN TO GRADUATE STUDENTS, NON-DEGREE STUDENTS, AND, WITH SPECIAL ARRANGEMENTS, UNDERGRADUATE STUDENTS.

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| COORDINATOR | B.A. MILLIKEN, DIRECTOR |

12/21/70

INST. PROJECT# 4404/702

COUNTRY # 740 SUBJECT # 490

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| U.S. INST | UNIVERSITY OF PITTSBURGH<br>PITTSBURGH, PENNSYLVANIA |
| COUNTRY | MALAYSIA |
| FOREIGN INST | UNIVERSITY OF MALAYA |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | PUBLIC ADMINISTRATION, POLITICAL SCIENCE |
| DURATION | 1967-1971 |
| SOURCE OF FUNDS | FORD FOUNDATION, UNIVERSITY OF MALAYA |

THE AIM OF THIS PROGRAM IS TO HELP THE UNIVERSITY OF MALAYA DEVELOP ITS NEW DIVISION OF PUBLIC ADMINISTRATION. THE PRINCIPLE DIMENSTIONS OF THE PROGRAM ARE-- (1) THE PROVISION OF FACULTY ASSISTANCE FROM THE UNIVERSITY OF PITTSBURGH IN THE FIELDS OF PUBLIC ADMINISTRATION AND POLITICAL SCIENCE, (2) THE SELECTION AND ADMINISTRATION OF FELLOWSHIPS TO MALAYSIAN STUDENTS ENABLING THEM TO PURSUE GRADUATE STUDY OVERSEAS IN PREPARATION FOR POSITIONS ON THE FACULTY OF THE UNIVERSITY OF MALAYA, (3) THE EXPANSION OF THE UNIVERSITY'S LIBRARY RESOURCES IN THE FIELDS OF PUBLIC ADMINISTRATION AND POLITICAL SCIENCE AND (4) RELEVANT SUPPORT, RESEARCH, AND LIBRARY ACQUISITION AT THE UNIVERSITY OF PITTSBURGH.

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| COORDINATOR | MARLIN ROBINSON |

12/23/70

INST. PROJECT # 5500/841

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| U.S. INST | TULANE UNIVERSITY<br>NEW ORLEANS, LOUISIANA |
| COUNTRY | FEDERATION OF MALAYSIA |
| FOREIGN INST | UNIVERSITY OF MALAYA |
| TYPE PROGRAM | RESEARCH |
| SUBJECT MATTER | PARASITOLOGY |
| YEAR BEGAN | 1957 |
| SOURCE OF FUNDS | U.S. GOVERNMENT |

THE SCHOOL OF MEDICINE AT TULANE UNIVERSITY ADMINISTERS A JOINT RESEARCH PROGRAM WITH THE UNIVERSITY OF MALAYA IN KUALA LUMPUR, MALAYSIA. THE PROGRAM'S PURPOSE ORIGINALLY WAS TO DETERMINE THE ETIOLOGY OF A LUNG DISEASE. THE PURPOSE WAS PARTLY ACCOMPLISHED BY STUDIES COMPLETED IN SINGAPORE WHERE IT WAS SHOWN THAT THE SIGNS AND SYMPTOMS OF THE CONDITION ARE CAUSED BY INFECTION WITH ONE OR MORE SPECIES OF FILARIAE. THE PROGRAM THEN MOVED ON TO KUALA LUMPUR, MALAYSIA, WHERE STUDIES ARE BEING CARRIED OUT TO DETERMINE MORE SPECIFICALLY THE KINDS OF FILARIAE AND CONDITIONS INVOLVED IN THE ETIOLOGY OF THE DISEASE.

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| COORDINATOR | GEORGE E. BURCH, JR., PROFESSOR,<br>DEPARTMENT OF PARASITOLOGY |

ADMINISTERED BY THE DEPARTMENT OF PARASITOLOGY, SCHOOL OF MEDICINE AND SCHOOL OF PUBLIC HEALTH AT THE UNIVERSITY

INST. PROJECT # 5716/640

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| U.S. INST | UNIVERSITY OF WASHINGTON<br>SEATTLE, WASHINGTON |
| COUNTRY | MALAYSIA |
| FOREIGN INST | UNIVERSITY OF MALAYA |
| TYPE PROGRAM | EXCHANGE |
| SUBJECT MATTER | HEALTH SCIENCES |
| DURATION | 1968-1971 |
| SOURCE OF FUNDS | CHINA MEDICAL BOARD |

THROUGH A GRANT FROM THE CHINA MEDICAL BOARD, THE SCHOOL OF MEDICINE PROVIDES FACULTY EXCHANGE AND ASSISTANCE TO THE UNIVERSITY OF MALAYA, KUALA LUMPUR, MALAYSIA. THIS PROJECT MAKES IT POSSIBLE FOR UNIVERSITY OF WASHINGTON FACULTY MEMBERS TO GO TO KUALA LUMPUR TO SERVE AS VISITING FACULTY MEMBERS IN THE FACULTY OF MEDICINE, TO PARTICIPATE IN PROGRAMS OF TEACHING AND RESEARCH AND TO CONSULT WITH ADMINISTRATORS AND STAFF OF THE FACULTY OF MEDICINE AND THEIR AFFILIATED HOSPITALS. IT ALSO ENABLES FACULTY MEMBERS OF THE UNIVERSITY OF MALAYA TO COME TO THE UNIVERSITY OF WASHINGTON AND SERVE AS VISITING FACULTY MEMBERS OR POST-DOCTORAL TRAINEES.

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| COORDINATOR | DR. J.R. HOGNESS, DEAN, MEDICAL SCHOOL |

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INST. PROJECT# 6001/010

# RUSSIAN AREA STUDIES PROGRAM

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| U.S. INST | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | U.S.S.R. (RUSSIA) |
| TYPE PROGRAM | AREA STUDIES |
| SUBJECT MATTER | SOVIET/RUSSIAN STUDIES |
| YEAR BEGAN | 1959 |
| SOURCE OF FUNDS | UNIVERSITY OF WISCONSIN, FORD FOUNDATION |

THE RUSSIAN AREA STUDIES PROGRAM IS DESIGNED TO GIVE GRADUATE STUDENTS AN INTERDISCIPLINARY APPROACH TO RUSSIAN STUDIES BY COORDINATING THE PROGRAMS ON RUSSIA OFFERED BY VARIOUS UNIVERSITY DEPARTMENTS. NO DEGREES ARE OFFERED BY THIS PROGRAM, BUT A CERTIFICATE IN RUSSIAN STUIES IS GIVEN TO STUDENTS HAVING COMPLETED WORK FOR AT LEAST THE MASTERS DEGREE IN THEIR MAJOR FIELD. THE M.A. AND PH.D. DEGREES ARE EARNED THROUGH REGULAR UNIVERSITY DEPARTMENTS, BUT THE PROGRAM CAN SERVE AS THE MINOR FIELD FOR THE PH.D.

COORDINATOR ALFRED E. SENN, CHAIRMAN

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INST. PROJECT# 6001/708

## CARABOBO UNIVERSITY COOPERATION, VENEZUELA

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| U.S. INST | UNIVERSITY OF WISCONSIN<br>MADISON, WISCONSIN |
| COUNTRY | VENEZUELA |
| FOREIGN INST | CARABOBO UNIVERSITY,<br>COMPANIA ANOMINA TABACALERA NACIONAL |
| TYPE PROGRAM | TECHNICAL ASSISTANCE |
| SUBJECT MATTER | BUSINESS ADMINISTRATION |
| YEAR BEGAN | 1965 |
| SOURCE OF FUNDS | FORD FOUNDATION, CARABOBO UNIVERSITY,<br>COMPANIA NOMINA TABACALERA NACIONAL |

THE UNIVERSITY OF WISCONSIN SCHOOL OF BUSINESS IS HELPING CARABOBO UNIVERSITY IN VALENCIA, VENEZUELA TO REORGANIZE ITS BUSINESS CURRICULUM, DEVELOP RESEARCH CONTRACTS AND ESTABLISH TIES WITH INDUSTRY. WISCONSIN PROFESSORS HAVE CONDUCTED SEVERAL SHORT-TERM SEMINARS AT CARABOBO ON BUSINESS TOPICS. IN ADDITION, SEVERAL CARABOBO STUDENTS, BOTH GRADUATE AND UNDERGRADUATE, HAVE BEEN ABLE TO STUDY AT THE UNIVERSITY OF WISCONSIN THROUGH FELLOWSHIPS AWARDED BY CARABOBO UNIVERSITY.

COORDINTOR DR. ERWIN A. GAUMNITZ, DEAN